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ABSTRACT

In recent years issues concerning community support for education and participation in educational management have come to the fore in developing Asian and Pacific countries. The United Nations Educational, Scientific, and Cultural Organization, Principal Regional Office for Asia and the Pacific (UNESCO/PROAP) has organized regional training seminars concerning educational planning and management at the systems, micro-, and institutional levels. The seminar reported in this document included: (1) country presentations; (2) thematic presentations; (3) group reports and site visits to educational institutions; and (4) discussions of regional cooperation and national follow-up activities. The thematic presentations addressed the rationale, potentiality, and constraints upon promoting community support for and participation in educational management and implementation mechanisms for promoting such support and participation. Four annexes and four appendices are attached. (LBG)

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REPORT

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REPORT

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Chapter One

INTRODUCTION

Within the framework of Unesco's Approved Programme and Budget for 1988-1989 under sub-programme 0412. Training of Planners, Administrators and Managers, the Unesco Principal Regional Office for Asia and the Pacific, in collaboration with the Indonesian National Commission for Unesco, and the Bureau of Planning, Secretariat General, Ministry of Education and Culture, Indonesia, organized the *Regional Seminar on Community Support for Education and Participation in Educational Management*, in Bali, Indonesia from 30 October to 4 November 1989. This activity was supported by the UNDP Inter-country Project RAS/86/193 "Regional Technical Co-operation Programme for Strengthening Multi-level Planning and Management in Education".

Rationale

In recent years issues relating to community support for education and participation in educational management have come increasingly to the fore in countries of the region, particularly the developing countries. During the last decade most countries have also found themselves hard pressed on the economic front. Societal goals prove elusive while resources are becoming more scarce. Host governments also experience expanding demands arising from rapid population growth as well as high social preference for education as a means for social mobility, individual well-being and self-fulfilment. The problem is logistic as well as economic. Many governments feel that, one way to alleviate the problem is to spread the burden of educational financing. Accordingly, recent years have seen a resurgence of interest in self-help and community support schemes for education. Besides contributing resources, it is sometimes argued, such schemes can improve the effectiveness of school systems through community participation in educational management.

In accordance with the Work Plan under the UNDP Intercountry Project RAS/86/193 "Regional Technical Co-operation Programme for Strengthening Multi-level Planning and Management in Education", PROAP has organized a series of regional training seminars and workshops related to educational planning and management at the systems level, micro-level and institutional level. Among the links in multi-level planning and management is one with the

community. Although a community has its own constraints and limitations, it remains a good potential which, if properly activated, could contribute significantly to the mobilization of additional resources for education and in management of educational institutions particularly at the school level.

Within the current thrust on achieving "Education for All", by the year 2000 there is a convenient orientation towards "All for Education", namely the promotion of concerted efforts of all concerned to contribute to the development of education.

Objectives

The objectives of the seminar were as follows:

a) to examine the rationale, opportunities as well as constraints in promoting community support for education and in stimulating community participation in educational management;

b) to share information and experiences with regard to innovative approaches in promoting community support for education and in stimulating community participation in school management;

c) to analyze critical problems and issues concerning community participation in educational management within the social, economic, cultural and environmental contexts of specific countries; and

d) to enhance further regional and inter-institutional co-operation in the development of policies, operational strategies and implementation measures in the above-mentioned areas.

Agenda and schedule of work

Designed to achieve the objectives of the seminar, the agenda and the work schedule were prepared as presented in Annexes I and II, respectively.

Participants

Twelve participants from the following 11 countries participated in the seminar: China, Indonesia, Lao PDR, Malaysia, Maldives, Myanmar, Nepal, Philippines, Republic of Korea, Thailand and Viet Nam. In addition the seminar was attended by

observes from Indonesia and representatives from US. AID. List of participants and observers is given in Annex III.

The opening session

The opening session of the seminar was held on Monday 30 October 1989 at the Bali Provincial Office of Education and Culture. The seminar was opened by H.E. Prof. Dr. Fuad Hassan, Minister of Education and Culture, Republic of Indonesia. In his opening address the Minister mentioned his recent association with the Fifth Session of the Advisory Committee on Regional Co-operation in Asia and the Pacific which was held in September in Yogyakarta. In that meeting, he recalled, "The priorities were discussed within the framework of development trends in social, economic, educational and cultural sectors in the countries of Asia and Pacific region".

A basic recommendation produced by the afore-mentioned Advisory Committee was that Unesco should:

> "continue to promote an approach to educational development that sees the economic, manpower and functional requirements of education shaped by more fundamental culture, humanistic and spiritual dimensions".

This should be also the mandate of the seminar, His Excellency stressed. "Community environment clearly has the potential ability to improve the relevance, delivery and quality of education. But the selected implementation mechanisms must be sensitive to cultural, religious, social and political traditions". His Excellency the Minister of Education and Culture concluded by saying that the participants in the seminar "must explore these dimensions and help us to decide how best to proceed further with our educational development endeavours". Full text of His Excellency's opening address is given in Appendix A.

The welcome address of Prof. Dr. Ida Bagus Oka, Governor of Bali was delivered, on behalf of the Governor by Mr. Aspar Aswin, Vice Governor of Bali. Full text of the Governor's welcome address is given in Appendix B.

Dr. Tun Lwin, Programme Specialist in Educational Planning and Administration, Unesco PROAP, Bangkok welcomed the participants on behalf of Unesco. In delivering his welcome address, Dr. Tun Lwin stressed that this seminar, addressing to

the promotion of community support for education and of community participation in educational management at the school level, was of special significance in the context of the World Conference on Education for All -- Meeting Basic Learning Needs -- which will be held in Bangkok in March 1990. He informed the participants that the World Conference was being co-sponsored by four international agencies, namely UNDP, World Bank, Unesco and UNICEF. He emphasized that the theme "Education for All" is noble and far-reaching. Constrained by availability of limited resources, governments alone are hardly in a position to achieve the desired objectives. Thus the communities must have to make their share of contribution, not only in terms of additional resources, but also through community participation in educational management. Full text of Dr. Tun Lwin's address is given in Appendix C.

Mr. Subekti Dhirdjosaputro, Director, Bureau for International Co-operation, MOEC/Secretary, Indonesian National Commission for Unesco presented the up-dated brief of the preparations made for the Regional Seminar. Full text of Mr. Subekti Dhirdjosaputro's presentation is given in Appendix D.

The participants were brought back to the hotel, venue of the seminar, where they were briefed on the seminar proceedings and were asked to elect their office bearers. Unanimously elected were the following:

Chairman	:	Dr. Aris Pongtuluran Head Bureau of Planning Secretariat General Ministry of Education, and Culture Senayan Jakarta
Vice Chairman	:	Datuk Mohd. Hussein Ahmad Chief Education Officer Selangor
Rapporteur	:	Dr. Wisit Chumvaradhayee Head Supervisory Unit Department of Teacher Education Ministry of Education Bangkok

Proceedings

Country papers/case studies were presented by individual participants during the seminar sessions and were followed by discussions and cross-fertilization of experiences.

Theme papers were introduced to highlight the rationale, opportunities and constraints in promoting community support for education and in stimulating community participation in educational management, as well as the associated implementation mechanisms to promote community support and participation.

A visit to sites and selected communities was organized to provide the participants an opportunity to observe community support and participation in a real situation and to interact with school headmasters, teachers and community leaders.

The seminar was later organized into two working groups to make in-depth analysis of problems and issues relating to community support and participation and to develop and suggest guidelines, strategies and plans of action to achieve desired outcomes. Composition groups and list of members in each group are given in Annex IV.

Group A addressed itself to problems and issues related to community support for education; group B, to community participation in educational management. Both developed guidelines, strategies and approaches to cope with their respective problems and issues. The group reports are presented in Chapter Four.

Draft final report

The Steering Committee consisting of the Chairman, Vice Chairman, the Rapporteur, and members of the secretariat co-ordinated the preparation of the Draft Final Report. Logistic and secretarial services are provided by the Local Organizing Committee in facilitating the proceedings of the seminar and the preparation of the Draft Final Report.

The Draft Final Report was presented by the Rapporteur in the last session of the seminar on Saturday, 4 November for consideration and adoption.

Chapter Two

HIGHLIGHTS OF COUNTRY PRESENTATIONS

Countries of Asia and the Pacific are at different stages of decentralization of their educational administrative system. Correspondingly, there are varied patterns of community involvement in education, although some common forms of community support for education already exist along long-established going policies and processes of decentralization.

This chapter presents the highlights of the current status of community support to and participation in education for 11 countries. It describes the historical background of community involvement in education and examines patterns, mechanisms, problems and issues by each country. Although experiences vary considerably from country to country, there are certain commonalities of that point to a conspicuous common trend towards accelerating the mobilization of community involvement.

In this chapter, country reports are presented in alphabetical order. To facilitate inter-country comparison of the types of community support and participation, a comparative matrix is included at the end of this chapter, listing information on the type of involvement, the characteristics or objectives, and the experiences obtained in each participating countries in Asia and the Pacific.

CHINA

A great deal of stress is being placed on synchronizing the development of education with social, economic and cultural development in China. Recent policy guidelines and directives tend to give priority to promoting general awareness of the close linkage and mutual dependence between the school and the community. Efforts are on-going to establish an effective way for the community to support and participate in education.

The many interactions between education and the community, as perceived in China, can be viewed from two angles: the educational functions of the community and the social functions of education.

The educational functions of the community are the following:

1. The educating function. It is the responsibility of the community to: a) organize formal, non-formal and social education to sent the general system and to meet the country's needs for economic development; b) develop an integrated system of moral education among the families, the school and the society; c) provide the schools with the necessary environment and conditions such as a base for technical and labour education, places for investigating political and ideological issues and experimental areas for physics, chemistry and biological classes.

2. The function of Organizing Educational Investment. The community can organize the raising of funds from all channels, prop us school enterprises, develop the enterprise alliance among the schools, the business sectors and the communities and provide necessary conditions for school work-study programmes.

3. The supervising function. To insure efficient and effective functioning of the local educational system, the community participates in supervising, monitoring and evaluating school activities particularly with regard to the distribution and utilization of funds and other resource inputs.

4. The feedback function. The community can provide feedback information to the school system on the quality of the output from this system, which will become an important basis for improving the schools. It can also indicate future needs in terms of qualified technical and ordinary manpower so that the capacity of schools can be planned accordingly.

5. The cultural construction function. Cultural construction is an important condition for economic construction. Cultural construction will also meet the people's spiritual needs and exert a subtle influence on the growth of the young generation. It is the responsibility of the community to play a lead role in community cultural construction. It can intensify integration of education with the socio-economic and cultural aspects of life in order to form new and sure dynamic community cultures that are adaptive to change.

The social functions of education in China are the following.

1. The function of training talents. Education must train qualified workers in the social sectors as well as train children and youth capable of pursuing higher studies. The schools become a main source of manpower for the community and the educational

system have been viewed as an open system in so far as community needs are concerned.

2. The function of economics. Many schools in China operate school factories and farms which supply goods and sources to the community, thus generating income for the school. A great deal of emphasis is given to linking school enterprises with those in the community as joint production ventures for better sharing of resources and equipment.

3. The function of advisory service. The schools are encouraged to intensify their advisory roles by offering scientific, technical and cultural services to the community. The school may provide tutors, trainers and other technical personnel to assist in organizing training activities and carry out various kinds of advisory services.

4. The function of scientific research. The schools can participate in the testing and research on new products and processes before their use in mass production in the community enterprises. Teachers and students can be mobilized to exercise their problem-solving and creative thinking abilities in developing experimental schemes applied to the real life outside the school.

5. The function of moral and spiritual enhancement. Attention has been directed to the role of education in strengthening the moral norms among the young people. It is considered important that school teachers and students participate actively in spreading moral education to the other members of the community.

The motto that: "Education must serve socialist construction which in turn must rely upon education" continues to be the guiding principle of education in China. The recent education reform follows closely the educational development strategy: `to upgrade the quality of education; optimize its structure; adhere to a balanced development; encourage more participation by different social sectors; and more attention to the effectiveness in school management'. Within this overall strategy, it can be noticed that great importance has been given to encourage community participation in and support education.

In the development of community participation in education, it is considered essential that China should aim at: a) forming a social atmosphere in which the whole society cares for, supports and participates in education; b) bringing together the society,

the families and the schools into an organic whole; and c) integrating general education, vocational education and adult education into a comprehensive educational delivery system. Participation of the community in educational management constitutes an action area within this general thrust.

Present forms of community linkages with education can be summarized under the following patterns: a) horizontal relationship between one school and one factory or between one school and several factories, taking the school as the centre; b) co-operation between schools and factories and the community, taking the city district as the centre; c) various bases for community involvement in education established with the co-ordination of the local administrative sectors, taking the towns as the centre; d) district and sub-district organizations of the sub-districts as the centre.

To increase community participation in the democratic management of schools, community education committees are created to examine school operations, look into school plans, and co-ordinate school activities with those of the community. The municipality of Shanghai has been actively experimenting with this participatory approach, the preliminary findings and results of which will be assessed before its extension to other parts of the country.

The predominant types of community support to education in China is in fund-raising and improvement of school conditions. Productive enterprises and the army are among agencies contributing to the support of education. They benefit, in return, from training and cultural services rendered by the school. The development of mutual services between education and the other social sectors is considered to intensify school-community linkages.

An interesting feature of the current emphasis in bringing education and the community closer together is the involvement of schools in parental education. For this purpose, parent schools are established to teach parents about educating children and develop in them awareness of the importance of family education. In this way, complementarity between formal school education and informal family education can result in better learning outcomes.

INDONESIA

The development of education in Indonesia from the proclamation of independence to the present has been in live with its national policy that education is the joint responsibility of parents, community and the government. This is expressly stated in Act No. 2/1989 which specifies that society is a partner of the government having wide opportunities for participation and having a responsibility in the realization of national education. The role of society in this participation is directly related to the principles of Pancasila, the system of government, and the current level of social development. The Pancasila is Indonesia's Five Principles, the nation's basic philosophy and foundation. Education in Pancasila must be translated into good deals and proper attitudes by the people.

Educational development in Indonesia as part of its national development occurs within the framework of the series of Petilas (Five Year Development). Thus the focus of educational policy executed by the government in Petilas I to V has been to extend and expand educational opportunities at all levels while improving its quality and increasing its relevance espec ially to the world of work.

Both the act and the social aspirations of the people require that the Government and society make provision for education from primary level through higher education. This includes both formal and non-formal education.

The educational ladder in Indonesian formal education starts with the elementary level of 6 years, a junior high school of three years a senior high school of three years and on to college. Within the framework of the Pelitas there have been considerable increases in enrolments at all these levels.

In the elementary and the high school levels parent participation in education is apparent thus Parent-teachers Association which is a means by which parents support the smooth operation of the school.

The form of parental/community participation in education is mainly financial support directed towards adding classrooms, laboratory rooms, special skills rooms, and improving the schools infrastructure and equipment. It is also directed towardes the welfare of teachers and employees.

The government, on the other hand, supplies educational facilities to all these levels on the form of new buildings and new classrooms, educational equipment supplies, boots and the upgrading of teachers and lectures.

Non-formal or out-of-school education in Indonesia is a subsystem of its national educational system. It is also called life-long education.

Non-formal education is part of the fight against illiteracy, being directed mainly towards Indonesian language, and basic education. It is implemented through the KEJAR system of studying while working. It tries to reach the dropouts, and thus who have never attended school, using "Package Study Group" materials. The KEJAR approach integrates learning with human living.

Within the framework of making people well-educated, the Government makes basic education compulsory through Common Elementary Schools, Elementary School Inpres, Small Elementary Schools, PAMONG Elementary Schools, Package A Learning Groups, Special Schools and Madrasah Ibtidaiyah (Islamic Elementary Schools).

The current development strategy is moving towards an open democratic society. In the GBHN (National Policy Guidelines), and in many statements made by Presidcent Soeharto, it is known that the success of national development including educational development, will be determined by the level of community participation.

To involve the people widely in this development, a democratic climate must be created in all fields. The education of society in rural areas must be in accordance with development needs, and more directly related to the labour market. Urbanization will be reduced and people motivated to work.

In the current thrust to promote community support to and participation in education, the IKIP (Institute of Teacher Training and Education) will act an important change agent in training teachers and educational technicians who are able to improve educational quality and community participation. Additional tasks will relate especially to the training of future educational managers. Up to now most personnel in the fields of educational planning, management, and supervision have received their skills through up-grading programmes. Pre-service programmes for these subjects must be developed for future needs

so that IKIPs must begin preparing these programmes now. All matters related to community participation must be integrated into these programmes.

Programmes in planning, management, and supervision would do the following:

1. Prepare a professional workforce in the fields of the educational planning, management and supervision, both at the school level, and in the educational offices of the Government and the private institutions.

2. Prepare a professional workforce with competencies to become experts in the fields of educational planning, management and supervision.

3. Prepare a professional workforce with the relevant competencies required by the position of educational manager, from the principal to the educational manager in the offices of the Ministry of Education and Culture, and its units in the regions.

In summary, the development of education in Indonesia from the time it became independent to the present has resulted in satisfactory outcomes. Educational opportunities have increased greatly from the elementary schools on through higher education; educational quality and efficiency have likewise improved. The non-formal educational sector has been expanded so that illiteracy has been reduced considerably, especially among the 7-44 year olds who had either dropped out or had never had the opportunity to attend school. All these achievements have been accomplished with the participation of society in education, in line with the national policy that education is the joint responsibility of parents, the community and the government.

LAO P.D.R.

Government policies in the Lao People's Democratic Republic concerning support and participation of the community in education is embedded in the following guiding principles:

a) Education is one of the main tasks of the mass in the process of national and social revolution;

b) State and population should co-operate to maintain and manage the national education system.

This view is based on the urgent need to mobilize the people in the massive campaign: a) to eradicate illiteracy which affected 65 per cent of the Lao people in 1975; and b) to meet the increasing number of pupils entering the formal education system as part of a long-standing importance people have attached to education as an instrument for social advancement and equality.

Since the total liberation of the country, community support and participation in education has developed through two periods: First period 1975-1981, is the period of mobilization by the government authorities and social organizations like the Lao People Revolutionary Youth Association, the Patriotic Women's Association and the Lao Trade-Union Organization.

The second period from 1982 up to now is characterized by Ministerial decrees mainly concerning formal education: a) (Ministerial Decree No. 3065/ED 1981) to found the Pupil-Parent Association within each village and school; and b) (Ministerial Decree No. 3070/ED/1981) to form the Supporters for Education Association.

During the massive national campaign to eradicate illiteracy in 1975-1984, a national commission was set up at the national level with representatives from concerned ministries and presided by the President of the Republic. Similar commissions were set up at different levels to play the role of promoting, mobilizing and co-ordinating popular support and participation to the campaign.

During this campaign, the main forms of community support and participation were as follows:

a) learning (for those who were 15-45 year old illiterates);

b) teaching in literacy class for those who know how;

c) provision of food and accommodation to the instructors or teachers from outside the community (village), such as officials from central, provincial and district government services; and

d) contribution of financial and material support for teaching and learning.

Community support for education

The main objective in the second period of the decrees instituting the two kinds of associations was to rationalize the organization of community support and participation for education, with the aim of realizing the new education strategies to achieve UPE by the year 2000. This is particularly relevant in view of the limited resources available to the government.

The pupil-parents association is established only at the village and school levels (primary and lower secondary) and has a status of an autonomous organization. Its constitution stipulates that:

a) the pupil-parent association is a mass social organization which is responsible for the education of the young generation;

b) it is to be an institution of solidarity among parents themselves; an institution of learning and teaching to upgrade the instructional level of the local community;

c) it should maintain closely the relationship and co-operation between parents and teachers in the task of educating their children and to monitor the behaviour of the pupils in and out of schools.

The main tasks of the pupil-parent association are:

a) to contribute to school constructions and provide teaching and learning equipment and create good conditions for teaching and learning;

b) repair of school facilities;

c) contribute to the accommodation (boarding and lodging) of the teachers;

d) educate the pupils; and

e) maintain the relationship among the parents and to help each other.

The objectives and the main tasks of the Association of Supporters for Education are quite similar to those of the Pupil-Parent Association. The difference is in its membership and the form of fund-raising allowed.

The Pupil-Parent Association is a group composed only of parents of a school or a village, while members of the supporter association could be:

a) persons who do not have children in school;

b) persons outside the community;

c) influential persons from the business sectors, government officials;

d) religious bodies;

e) agricultural, commercial or industrial co-operatives, manufacturers;

f) social organizations.

Funds for the Pupil-Parent Association mainly come from membership fees and other fund-raising activities such as parties, benefit shows etc.

As regard the Supporters for Education Association, its funds come from contribution of members on a voluntary basis.

In principle, all the primary and lower secondary schools of the country which number over 9,000, have their own pupil-parent associations.

The forms of community support and participation in education vary between urban and rural areas. In the urban areas, they consist mainly of financial contributions, material support, labour, and the organization of fund-raising parties by prominent parents.

In the rural areas, community support to schools is aimed at achieving self-sufficiency of the school in carrying out educational and productive activities, through self-help labour. For example, in the construction of a ten-classroom, two storey primary school building in the village of Vatnak, district Sisatlanak, Vientiane, it was started by a prominent chief monk donating 70,000 Kip. The building, costing many million Kips, has by now been completed entirely funded by popular contributions. It is estimated that in the rural area, at least 50 per cent of the primary schools throughout the country were constructed by community contributions in the form of self-help labour participation.

Community support for education

In terms of community support to current expenditure for education, there is the example of a primary school in the village of Sok Paluang. With the funds of the Pupil-Parent Association, of which the president is a Vice Minister of Industries, the school was able to equip all its five classrooms with electricity, ceiling fans, and a fence around the school compound. Each year, the education service of the district pays only the salaries of the teachers. Other forms of community support to current educational expenditures include maintenance and repair of school facilities, toilets, etc.

In the Lao PDR, there has been only community support for education. Community participation in management has yet to be developed. The 9,000 pupil-parent associations have been active in different extents. It was found that the level of activity depends on the socio-economic situation of the community. There is however a strong awareness that micro-planning in education should be closely linked to community support and participation. And there is the current need to clearly define the scope of community involvement in education.

MALAYSIA

Malaysia has a highly centralized system of educational administration. Policy matters in the area of curriculum, financing, teacher training are dealt with directly by the Ministry of Education. Implementation of these policies are carried out at the state, district and school levels. Malaysia has 14 states (provinces), each state administered by a Director of Education and supported by District Education Officers who help co-ordinate and supervise the schools in the district.

Most of the schools in Malaysia are government schools completely financed by the government. There are not too many private primary and secondary schools. Most of these private schools cater to drop-outs from the government system at the Form Three level. The Lower Certificate of Education is taken at the end of the ninth year of schooling. Those who are not successful in this examination repeat in private schools. There are others that offer tuition in particular subjects at the Form Five level. The majority of private schools offer subjects like accounting, commerce, typewriting, shorthand; they likewise prepare students for external examinations such as the LCCI, ACCA, etc.

Kindergartens are mainly of private ownership, although the Ministry of Rural Development has likewise been involved in

organizing rural kindergartens and childcare centres. The Ministry of Education has quite cleverly stayed out of kindergarten or pre-school education.

The Ministry of Education would like very much to encourage fuller community support for education and community participation and involvement in educational management, but there are major problems in realizing these objectives.

On the subject of community support for education, it can be observed that community support has always existed in the educational system of Malaysia. During the colonial period, schools were established and financed by various communities, such as the Chinese, Tamil, Christian Missionary and Islamic religious schools. These schools were financed and maintained through community support. After independence most of these schools were given government aid and later came under the direct control of the Ministry of Education. Today there are still some Chinese and Islamic religious schools that are supported by contributions from the community. Apart from this community-supported non-profit private schools, there are also government or government-aided schools with community support.

The Board of Governors of aided schools contribute money and facilities for building of classrooms and for providing other physical needs of the school which the government is slow in providing. Financing for such projects are solicited from the community from parents, well-wishers, philanthrophists, etc. Money thus collected is expended at the discretion of the Board although permission is required from the authorities for the erection of needed physical structures.

Most schools have Parent-Teacher Associations (PTAs), (although this is not compulsory). The PTA's main activity is to help finance projects carried out by the school. The PTAs collect money from parents and other members of the community either directly through cash contributions or through participation in organized activities such as dinners, jogathons, etc. Monies collected by the PTAs are kept and spent by the PTA committee for the benefit of the school. The headmaster or the school administration has no say in the matter, although the headmaster is often consulted. Government funds on the other hand are controlled by the headmaster and the State Education Department.

In Malaysia, education is considered a very important aspect of community life. As such, community support for it comes

naturally. Of course the value of the support differs from school to school depending on the financial capabilities of the parents and the community.

Community participation in educational management, apart from the non-profit private schools, is almost non-existent in the Malaysian educational system.

The role of the Board of Governors and the PTAs are mainly the collection of funds. Although they control the spending of monies collected by them they, nevertheless, have no say whatever in the management and supervision of the school. This is the responsibility of the headmaster of the school. The PTAs are, by regulation, not allowed to interfere in school administration and in teaching. Interference in these areas is not tolerated; the PTA's run the risk of deregistration if they insist.

It was mentioned earlier that the government would like to encourage a fuller community support for education and a responsible involvement/participation in educational management but that there are major problems in the achievement of these objectives. The government in its desire to share the financial burden of education with the community has made the latter very much dependent on it. The community has become somewhat spoiled because of government spoon-feeding. Majority in the community, for instance, believe that it is the sole responsibility of the government to provide for education and that their involvement in it is to provide for a small token expenditure which is reflected in their contributions to the PTA. The Malaysian community is not yet ready for attitudinal changes in this direction.

With regards to participation in educational management, the Malaysian community has a long way to go before it can assume its proper role in educational management. Attempts were made in the past but there was abuse of authority and educational management became politicised and highly charged. This failure possibly may have been due to leaders who lacked a sense of responsibility and accountability and allowed personal gains to supersede the interests of the community.

As a result the Ministry of Education has put active community participation in educational management 'on hold'.

MALDIVES

Maldives has a long tradition of community support to *education that dates back before the tenth century*. Following the acceptance of Islam as the national religion, religious education, craft and other skills have been systematically passed on to the younger generations through a system of informal face-to-face learning. Tutorials were provided on religious teachings by learned people returned from studies abroad or by travellers passing through the country. Skills in crafts and other work were passed down in the family.

In 1924, the first formal schools were opened in the four wards of the capital, Male'. These were administered by the Ward Administration Committee. The *edhuruge*, as this type of school was called, served as a Koranic school, since the school taught the Koran and religious teachings. Similar schools were established on two islands, one in the north and one in the south, by two learned men who had studied religion abroad. These schools were more often than not based either in affluent homes or on the verandah of a government centre.

The decade also saw the beginning of traditional pre-schools in the country: the *kiyavaage*. These schools were established in neighbourhood homes and taught children, ages 3-7 to read *dhivehi* and Arabic. Older children were also taught prayers. Again these schools would be mostly housed in the teacher's or *edhuru dhaitha's* house. The teachers mostly were women. These schools acted as traditional child-care centres.

In 1947 in an ambitious programme to provide education and facilitate conditions toward compulsory education, a school was established on every inhabited island in the country. The government received immense support in this programme from the island people. Committees were formed at island level to organize, construct and assist in the functioning of these schools. These schools were of two types; the *makthab* and the *madhrasaa*. The *makthab* more or less took over the functions of the traditional *edhuruge* or Koranic school while also extending its curriculum to literacy skills and basic arithmetic. The *madhrasaa* has a wider curriculum, enrolls more pupils and employs more teachers. As a result of these community-supported schools, literacy in the country became very high: 93 per cent.

Each island school was run by the island administration, with both financial and material support from the community. A most unique system of support was the daily division and

allotment of the fish catch put aside by island fishermen for the school.

As a result of the island geography and sparsely distributed population, the island administration lacked educated persons to handle the work responsibilities in the office and in leadership posts. Atoll schools were therefore established in each atoll, training outstanding pupils from *makthabs* and *madhrasaas* for leadership and administration. Students brought to the atolls were supported by the island budget and looked after by well-to-do families.

Frequently the most promising were brought to Male' for further training. Here they are enrolled in the main government school in Male' and given a six-month apprenticeship in the government office, after which they went back to their respective islands.

With the change of government in the early 1950s, most of the government educational budget was allocated to the construction, upgrading and improvement of these Male' schools, while the education system in the atolls started disintegrating. Most of the *maktabs* and *madhrasaas*, although functioning, hardly provided even the basic primary education. Although the islands still retained some of the *maktabs* and *madhrasaas*, most lacked the support of the island administration, and private people started taking over the education system.

In 1978, government interest and finance then, resting in Male', shifted to the atolls, with government policy directed towards atoll development. The current long-term plan is to narrow the large gap in education between Male' and the rest of the country.

An ambitious project started in late 1977, planned for the development of education in terms of curriculum development, teacher training, non-formal education through the radio and other media, and construction of model primary schools or community schools. This project was co-financed by UNICEF and UNDP, while Unesco offered technical expertise. Under this project the first community school was opened in 1978. The project called for the construction of 19 such community schools. The intention was to upgrade existing primary schools and to establish a new prototype public education system similar to the one operating in Male'.

In establishing community schools in the atolls, the government benefitted from strong community support in school construction, in the following task areas:

a) collecting sand and stones
b) clearing and levelling of site
c) transportation of building materials and equipment
d) masonary and carpentery work during construction
e) installation of doors and windows
f) painting the building
g) marking a garden for the school

as well as maintenance and repair, as required.

The island communities also give financial contributions to schools. Parents donate funds to the school when it needed funds for special purposes. Active community support is given to school fund-raising activities such as the Flag Day, when community people buy flags to contribute to school funds. They attend school concerts and stage shows and buy tickets. They also buy school magazines. Businessmen may contribute land and materials for school construction.

In non-formal education, community members participate, both as trainers and trainees. In support of the government emphasis on linking education and work within the national curriculum, people of the community take part in conducting training in sewing, dressing-making, lacquer work, mat weaving, embroidery, and making items from coconut leaves and eakle. The community also lends items to schools, either free of charge or with minimum cost, such as lending boats for school picnics and official trips; radio cassettes and sound systems, as well as vases, plates, cups, saucers, glasses and dishes.

A carefully planned adult literacy programme is underway which aims to eliminate illiteracy in the country. This programme has been developed for all persons between the ages 10-45 who cannot read and write. Since there is a high adult literacy rate in the Maldives, attention is being directed to post-literacy activities and life-long education to retain literacy and put it to continuous educational use.

The people who take there adult literacy classes are all volunteers.

Community participation in educational management varies according to the three types of schools in the atolls namely: a)

the government schools, b) the people's schools, c) private schools run by an individual or individuals.

In government schools policies are all set by the Ministry of Education. Hence there is no room or very little room for the community to participate in management.

In the island people's schools the island chiefs are the principals. They can determine the participation of the community in the management of the schools. A few island chiefs have formed little committees consisting of 3-4 members from the community to run the school.

In private schools individual owner(s) decide on the management. Low academic level of community members also prevent them from participating actively in the academic side of educational management. But the community is always ready to assist in preparing and organizing official school events such as the school days, prize-giving day, and other national events.

One important area where the community participation is very noticeable is in keeping the school premises clean by regular sweeping. Most parents (mothers or sisters) take part in this activity. The surrounding roads are also kept clean by the community.

With the change of government in early 1950's, more attention was given to the two government schools in Male; every thing was provided by the government.

However in the early 1980s, pre-school classes were introduced in the ward schools (private schools). Though the government provides pre-school teachers, these classes are entirely run by the ward committees. The entire ward schools (private schools) are run by the ward committees. These schools were opened in the late 1970's.

Two schools in Male', the English Preparatory and Secondary (EPS) and the Male English School (MES) are two private schools which are now almost as good as the government secondary schools. Even though the government gives aid to these schools, they are run by a few individuals.

Parent-Teacher Associations are also formed in the government schools in Male. But, just like the atolls, they are also not functioning properly. However some associations have helped the school very much in events like fund raising.

UNION OF MYANMAR

Since the nationalization of all the missionary schools and private schools in 1965/1966, the government has taken over full responsibilities for financing education. Capital budget is allotted to schools in need of new construction, expansion and maintenance of school buildings and furniture. Along with the State, local communities have continued the tradition of making significant contributions towards the improvement and maintenance of the schools.

Community support to education in Myanmar takes the forms of providing land and/or construction materials, cash donations and other income for the school, meeting costs of teacher's salary, voluntary labour and bearing costs of construction and subsequent maintenance.

Traditionally, schools at the village level are looked after by the community. Voluntary services are provided in the form of fencing the school compound, expanding the buildings, constructing lavatories, installing electrical appliances and water supply systems, etc. In many schools, parents and the community donate food, kitchen utensils and money for the school's lunch programmes. Some parents even render such services as cooking and serving meals. In some villages, parents and the community take the responsibility of providing lodging and furniture, as well as transportation (free of charge or at low cost) to teachers to give them recognition and a place of prominence in society.

Most of the schools in urban areas are strongly supported by the community, especially when the principal of the school is highly respected for his efficiency, resourcefulness and accountability. The role of the principals in linking the school to the community and in generating community support is therefore important. This trend towards increased community support was seen to accelerate in recent years.

In some rural areas, the situation has been quite different, namely education is seen as the sole responsibility of the teachers who are regularly paid by the government for that purpose. In many instances, teachers do not get co-operation, let alone support from the community. Inadequate communication and misunderstanding among the parents, the community and the schools were identified as the main cause for this gap. On the one hand, school principals are wary of possible negative effects

of parent interference in school management. Some parents lack communication skills and management competencies, even the confidence to approach teachers and principals to share their views and ideas.

Bridging this communication gap is seen to be a priority in re-establishing school-community interactions. In Myanmar, a new breed of school principals and teachers is emerging; these are those who have been educated to recognize the enormous resources the parents and the community have.

At the same time, there is the regulation that every school must have a Parent-Teacher Association (PTA). At the PTA annual meeting, parents have the right to discuss and exchange views and ideas on the improvement of the school and on the welfare of the children. But as a rule, members of PTA are not allowed to interfere in school administration: transfer, posting, promotion of school staff; curriculum and teaching methodology; school admission etc.

In high schools, the PTA Executive Commission consists of 13 members with the principal as the chairperson, one senior teacher as secretary, a parent as auditor, one teacher and one parent each for the two posts of vice chairpersons, joint secretaries, and representatives from high, middle and primary departments of that school respectively.

Funded mainly by annual membership fees plus donations and money generated through fund-raising campaigns, the PTA budget is allocated according to a 4:3:2:1 ratio for building and furniture, co-curricular activities, sports, and library in this order. Prizes are awarded by the PTA to outstanding students and competent teachers. It also helps students in their financial difficulties by providing them with money, books and clothing, free of charge. The PTA also pays the salaries of temporary teachers.

Community contributions to education continue to be strong especially in urban areas in Myanmar and the role of the PTA is apparent in both rural and urban areas.

NEPAL

An important reason advanced for the delayed progress in development in Nepal is the deteriorating zeal of the community to participate in the construction of socio-economic

infrastructure. The same applies to education, where the lack of community participation in decision-making has been cited as one of the common causes for community indifference.

With the promulgation of the Decentralization Act of 1982, village, town and district *panchayats* are vested with the authority to plan, collect and utilize resources for the implementation of all forms of local development projects and to supervise and evaluate them.

Under the *panchayat* system, community participation in education continues through active involvement in establishing schools and in taking part in their management. Land, materials and labour were donated for the construction and maintenance of schools. Community financial support enables the acquisition of furniture. And the community provides too, the teachers' salary and free food to temporary teachers and those working on voluntary basis.

But teachers' status and remuneration remain low despite community support and the government bearing 100, 75 and 50 per cent respectively of teachers' salaries for the primary, the lower and senior secondary levels. School managing committees have been formed in most schools under the Decentralization Act of 1982 to exercise overall supervision of the schools, to strengthen financial management, and to arrange for physical facilities. But the level of community participation is not encouraging. There is the opinion that the government should be responsible for all aspects of school financing. The school managing committee consists of the Pradhan Pancha, Ward Chairman, Social workers, guardian and parents, donors, headmasters. Its powers and functions are as follows:

a) manage and administer the school;
b) attend to financial needs;
c) provide and maintain physical facilities;
d) train teachers;
e) has the authority to appoint and/or dismiss teacher;
f) provide reward to teachers for excellence and efficiency;
g) inspect and supervise the school.

The school managing committee has therefore the power to run the school but most committee members do not have the adequate knowledge nor the innovative experience and expertise for it. They still possess rather the traditional attitude and work

style. There is a need therefore for new and more dynamic members as well as better trained ones.

Within the framework of a number of integrated rural development project (IRDP) in Nepal, such as the *Rasuwa Nuwakot* IRDP, the *Koshi Hull* IRDP and the *Karnali Bheri* IRDP, to mention a few, education and the community work reciprocally i.e. education supports community development and the community supports educational development. Many valuable experiences and insights have been gained with regard to this mutual supportive interactions between education and community. And the teachers have been found key agents in promoting change in such integrated rural development projects.

The main thrust of the IRDP project is to model a new education system in such a way that it becomes an effective force for rural development and for the improvement of the quality of life among the villagers. To implement this thrust some activities are devised so as to constitute the core of all the educational programmes in the project.

Programmes related to agriculture, personal health and hygiene, environmental sanitation, conservation and use of resources and community services have been devised to implement the project. Involvement of the participants in various development activities forms an integral part of the curriculum devised for Adult Education. Apart from the reading and writing classes, the participants are given some practical experiences with development activities.

Change for rural development is likewise propelled by education. A great deal of progress has been made in extending educational facilities to the rural areas. Education has an important role to play in rural development. Its role ranges from equipping rural people with basic literacy skills and preparing local level manpower to bring changes in the value system of the rural people to fostering in them a commitment to action for the improvement of their living conditions.

Schools can make a contribution to rural development by making its programmes relevant to the local community and by reaching out to community members. Schools can serve as centres for stimulation and dissemination of new ideas; they can organize educational activities for adults and out-of-school children and youths; they can conduct practical programme of action for development.

The experiences of Nepal clearly point out that the promotion of community participation and support can be viewed within the enlarged context of the complementary roles of the government, the community, the schools and non-governmental organizations in promoting educational development. The priority concern therefore must be to ensure effective co-ordination among the agents involved. Greater participation of the people in decision-making should be accompanied by corresponding orientations and training to upgrade competencies. Increased attention will have to be devoted to the "software" aspects of education, namely the curriculum and the preparation of quality reading materials.

PHILIPPINES

The Philippine educational system has, as one of its special features, a system of generally close working relationship between the school and the community. This is a positive carry-over from the community-school movement which came about in the second quarter of this century.

Community participation in education became mandated by law in 1982. It was further given a firm legal basis by the new Philippine Constitution which was ratified in 1987. The Education Act of 1982 includes the following section:

> Section 7. **Community participation.** Every educational institution shall provide for the establishment of appropriate bodies through which the members of the educational community may discuss relevant issues and communicate information and suggestions for assistance and support of the school and for the promotion of their common interest.
>
> Representatives from each sub-group of the educational community shall sit and participate in these bodies, the rules and procedures of which must be approved by them and duly published.

The term "educational community" is defined in the same law to refer to "persons or groups of persons as such, or associated in institutions involved in organized teaching and learning systems. As specified, the educational community, in the case of the Philippines, consists of: a) parents or guardians of students; b) students actually enrolled; c) school personnel; and d) the schools themselves.

Community support for education

The foremost channel of relationship between the school and the community in the Philippines is the Parent-Teacher Association (PTA). Every primary or secondary school has the option of organizing a parent-teacher association. The PTAs operate as democratic institutions using the participatory and consultative approach in the formulation of programmes generally reflecting the interest and concerns of parents and teachers in improving the facilities and services of the school. The organization is also used by the school heads and teachers to communicate school policies and information about school programmes in order to update parents on the latest matters of concern to them.

The PTAs have organized a federation which operates at the district and division level. The PTAs are also represented in another group, namely the local school board at the district and division levels. Such representation enables the PTAs to participate in the deliberations of the school board with respect to the exercise of its functions.

A second channel of school-community relationship is the homeroom organizations of students and teachers who seek the help and co-operation of community leaders in the implementation of their programmes and activities. Many of these organizations raise funds for their operational expenses from the parents of members and from the community at large.

Under the present government, the *barangay* (village) system has become a legal local governing body which involves the participation of teachers and school officials. This important linkage between the *barangay* government and the schools has become a natural component of the *barangay* structure. Thus, the deliberations of each *barangay* council includes educational matters, all of which are in the nature of improving educational services in the *barangay*.

Many universities and colleges organize extension programmes to offer training for livelihood skills for out-of-school youth and adults. Invariably, the extension programmes and projects involve the participation of community groups in appropriate school activities.

Republic Act No. 5447 provides the legal basis for the establishment of local school boards in each school district and division of the public school system. At the district level, the chairman of the local school board is the town mayor. The other board members are the District Supervisor, a representative of

the municipal council, a representative of the district PTA, and the municipal treasurer. At the divisional level, the local school board is headed by the provincial governor. The members are the school superintendent directly under the Department of Education, Culture and Sports, a representative of the provincial board, a representative of the provincial PTA and the provincial treasurer.

The school boards are mandated by law to manage the use of a school fund derived from real property tax of which 1 per cent has been earmarked for educational use. Eighty per cent of this tax income is remitted to the national treasury and the remaining 20 per cent to the local school boards. This fund is used to enable the schools to have additional teaching positions and to undertake a wide range of activities including sports, non-formal education and even repair of buildings. The school board is therefore a district mechanism for enabling the community to participate in the support and management of public schools at the elementary and secondary levels.

Besides the above, there are regional and inter-institutional mechanisms for promoting and facilitating community support to education.

There is a built-in structure for regional and inter-institutional co-operation in the development of policies, operational strategies and implementation measures in promoting community support for education and in stimulating community participation in school management. This structure is the system of regional offices. Each department of the national government has a regional office in each of the fourteen administrative regions of the country.

In each region, a Regional Development Council (RDC) is constituted. The Council consists of representatives of the various sectors, including education, which is represented by the Regional Director for education and heads of state colleges and universities within the region. The primary functions of the Council include the formulation of a regional development plan and the co-ordination of efforts in the implementation of such plan.

These functions involve public and private sector representatives thereby making it possible for the various sectors of society to participate in decision-making on all matters, including the support and management of schools.

Community support for education

A fundamental problem encountered in involving the community in education has to do with politics, when organizations like the PTAs and the school board have inadvdrtently lent themselves to political exigencies, by having their attention and activities diverted from their original directions.

A second problem is the dearth of quality leadership, in that, community organizations like the PTAs and school boards become the targets of unscrupulous leaders for their personal ends. There is also the situation where for lack of better ones, those who are chosen for certain leadership positions, may not have ample educational preparations.

The third problem is the perennial inadequacy of financial resources and uneven distribution of funds between Metropolitan Manila, big urban centres, and the rural areas.

There is also the lack or imbalance of information dissemination both on government policies and programmes as well as on opportunities for the people. Furthermore, the little information available in the rural areas is not fully understood.

These problems, together with others, have resulted in a relatively low level and poor quality of community participation in education in the Philippines despite the community's high level of interest in supporting and helping manage the schools.

REPUBLIC OF KOREA

According to recent trends and movement in democratization, there is a good prospect that a system of local self-governing bodies for education will emerge during the 1990s in the Republic of Korea. There is an on-going effort to establish a system for citizen and community participation in school curriculum and administration.

Awareness of the need to continuously innovate the educational system and to bring it close to the community is creating a pressure to establish a local self-governing educational system so that more effective complementarity can be built into the interactions among the school, parents and the community as a whole. This is seen as part of the inevitable shift towards more democracy in education as a pre-condition for better satisfying individual educational aspirations and ensuring that education as a basic human right is respected.

It was found that although the country has succeeded very well in economic growth mainly through a knowledge-inculcating educational system, there have been failures in providing "education for the whole man". One of the factors for this failure may be traced to the few opportunities available for community participation. Promoting positive and active participation of local community members and parents is therefore a very urgent matter in the Republic of Korea.

There are however some innovative experiences in specific localities that can serve as example and which can be extended to other regions.

The Keochang High School, for instance, has been persevering in maintaining the ideal of educating the whole man by offering a combination of knowledge and work-based education together with emphasis on extracurricular activities and religious education. While the same time engaging in all kinds of co-curricular and extracurricular activities, the students of Keochang High School continue to perform very well at the college entrance examination; it was the fourth place in the whole country in the entrance examination for Seoul National University.

Such high performance may be partly attributed to the strong feedback that community support has given to the school in response to the efforts made by the school to build up its linkages with the community. The school is open 24 hours a day for students who are not able to study at home. A dormitory is operated with low cost. In its co-operation with the community, the school has organized various activities to bring together community members. It supports the local farmers' union, established the Keochang YMCA and a credit union, and it publishes books for community use.

In direct support to local agriculture, the school carried out research on techniques to produce high quality agricultural produce such as pollution-free rice and apples, and introduced these techniques to the local farmers. The credit union operates a capital of approximately one million dollars.

The Keochange High School experience is a good case showing how school initiatives can arouse the community's interest and participation in education.

Another example is the Korea Supporters' Association for Community School, which has been active in educating school representatives to contribute to community development.

Community support for education

In 1968, members who had a great concern on community school activities organized the Korea Supporters' Association for the Community School which is a non-governmental educational institution.

The objective of this association was to educate school representatives to have strong ties with the community so that both could strive for mutual development. The major activities were as follows:

a) selection of model schools and communities for in-depth investigation and research;

b) holding of seminars and educational programmes to bring together school principals, voluntary educators, and university student volunteers;

c) organizing a service group named The Young Neighbour to give students an opportunity to choose to participate in various community development as supporters;

d) publication of books, journals and references, as well as campaigning through mass media and lecture tours to spread the idea of support for the community school by the whole nation.

Six kinds of activity have been planned for 1989. They cover the areas of children reading classes operated by volunteer mother's group; moral support to school teachers; teaching children to improve school environment; parental education, involvement of old persons in the community to transmit traditional culture; and encouraging the community to provide opportunities for young persons to spend their leisure time in a positive and healthy manner, as well as, preparing them for vocational ethics.

THAILAND

In Thailand, Buddhist monks, village elders, local craftmen, and folk artists have played important educational roles for the vast majority of the population even after the establishment of a formal school system.

Education supported by the community has been in operation in many different ways. For centuries, Wat or Buddhist temples as the centre of a Thai village and community have played a

significant role in education. Temples have been both learning and spiritual centres where people are able to enrich their minds as well as educate themselves. Many elementary and secondary schools in Thailand today are still located in the temple compounds.

Committees have been set up in the community to provide support for schools. Parent-Teacher Associations strongly support school activities in terms of sports, music festivals, cultural activities and fund-raising. Reading materials, teaching aids, equipment, even computers and school-micro-bus are commonly provided by PTAs to schools. With the support of parents and community members, foundations have been established in many secondary schools to provide scholarships for students. Alumni Associations also have an important role in educational development in terms of donations from the people in the community. Private organizations, such as the Thai Rath Foundation provide financial support for the construction of school buildings in many provinces all over the country. The Thai-American Friendship Association organized various activities to raise funds for the construction of rural school buildings.

In elementary schools in remote areas, parents may not be able to afford lunch for their children, so the parents voluntarily come to help with the cooking while the schools provide budget for the school lunch programmes. In some cases, food and vegetables are provided from the school gardening projects or from the community. This could be a practical way to solve malnutrition problems among the children. With the support of the community, child care centres have been established in almost every village, particularly those in rural areas. These centres offer child care and rearing for children whose parents are busy at work. The centres will provide good nutrition and proper training to children at a very early stage.

To comply with the life-long education campaign, village reading centres have been widely set up in every village and community. These centres have been taken cared of by the community while the Department of Non-Formal Education provides the reading materials donated from the general public through the Popular Books Donation project initiated by the Department.

Another common form of community support to education in Thailand is the direct involvement of community members, with knowledge and skills, to serve as resource persons in educational programmes in their respective areas of expertise.

Community support for education

In terms of community participation in educational management, the National Education Commission has recently set a policy and guidelines to decentralize the control of education by giving the local authority and the community more participation. The people, the community and local organizations are encouraged to participate in the decision-making process concerning educational management and activities so that education will serve more the needs of the community and the environment within the framework of the national objectives of education. Elementary schools are required to have a Village Education Committee to closely supervise the schools' management and activities. The Education Committee usually consists of 15 elected members with the school headmaster acting as the committee's secretary. For secondary schools, community participation usually comes from the interactions of such bodies as the PTA, Alumni Associations, Foundation Committees, etc. which mainly support the school activities financially rather than direct participation in its management.

An important new horizon for community involvement in education in Thailand is in the field of curriculum development and implementation. The Ministry of Education has set a new policy to allow a substantial portion of community-based curriculum into the once highly centralized curriculum in order to make it more responsive and relevant to the needs of the local community.

VIET NAM

In an attempt to address current problems and difficulties in educational development and to improve quality of education, the Ministry of Education of the Socialist Republic of Viet Nam has issued five guiding principles. They are as follows:

1. Education has to play the initial role and position in the national construction. For this reason, investment in education is a strategic aspect.

2. Education and socio-economic development have to be closely linked with each other. Educational development plans have to be a co-ordinated part of socio-economic plans.

3. Education must continuously improve, stabilize and develop education according to the following orientations: socialization, diversification, democratization and modernization. Education shall put into practice the slogan: "The Government and the people, the Centre and the Local take part together in education". The social community, especially the family, has to be in close co-operation with the school in educating the young generation.

4. Education must be an all-sided education, i.e. the school teaches scientific and cultural knowledge, labour work, polytechnique, vocational orientation and general jobs; general education co-ordinates with job education.

5. Education must improve the quality of teachers and administrators; this is the initial consideration in deciding educational quality and effectiveness.

Based on Principle (3), mobilization of community support for education and participation in educational management has become a strategic area of concern, besides increasing State investment in education. This concern is reflected in Article 2 of the national policy on education, which states:

> Increasing conditions to ensure education development and to heighten its quality. Strengthening State in vestment and improving the investment mechanism in education and training. Mobilizing local people to support the improvement and development of school and class facilities.

In Viet Nam, the mobilization of community support and participation is implemented in the following three directions:

1. Democratization in schools in order to stimulate school self-management and at the same time gain community participation in educational management; this will help the schools and the society to be closely linked with each other.

2. Increase State investment for education and mobilize community support so as to strengthen conditions that can help in the development of education and in raising educational quality.

3. Mobilize community investment in organized non-formal training for persons who have not received or have partly received formal school education (general and professional). This kind of complementary secondary education will teach general knowledge and technical job skills and at the same time put into practice a particular job by organizing productive labour. Complementary secondary schools are co-ordinated with the local economic community and are supported and utilized by them.

In Viet Nam, closer linkage between education and the community is seen to bring about benefits to both parties. The local community will take an interest in education. Conversely, the linkage will help schools to become more sensitive to the needs of the community and closely connect training with community life. A number of measures have been taken to democratize school management, as follows:

1. In connection with the all-sided development plan of the schools, the community takes part in decision-making concerning the management of the following:

   a) the annual conference; and
   b) the District Education Council.

2. The community directly takes part in the teaching/training process.

3. The community and the school help parents learn how to rear their children and together, the community and the school, form a unified educational environment.

The annual school conference is held at the end of every school-year to sum up activities during the past school-year and to examine and eventually approve the plan for the next. It is usually attended by all the teachers and staff of the school, parents of students (often the head of the parent association), and members of social organizations and relevant enterprises which patronize the school. On special occasions, there may also be representatives of religious bodies and private individuals.

Usually the principal of the school presents the main report of the school. The conference considers this report and presents resolutions concerning the school performance during the past school-year; it makes a general survey of its activities. This is a good occasion for the community to evaluate the training

quality of the school and to take part in making main decisions on various school aspects so as to partly bear the responsibility for school construction.

The District Education Council, together with the administration of District People Committee including the District Education Board and principals of the district schools, is responsible for making decisions on planning educational development in the local area. The decision may be related to the following:

- improving enrolment;
- reducing grade repetition and drop-outs;
- utilizing the graduates;
- ensuring the quality of teaching;
- mobilizing community participation in establishing a unified educational environment and in co-ordinating with schools to educate students;
- encouraging community investment for education; and
- improving the standard of living of teachers.

Other bodies and organizations rendering support to education in Viet Nam include family and parent associations; the local youth union; women's association; production business; service enterprises; cultural, scientific, artistic and public information organizations; the army and police; religious bodies; individuals and groups of individuals; and international aid organizations.

Every family has to organize itself into a micro-environment to rear its children and has to directly co-ordinate, supplement and supervise school educational process. This is why family-school relation plays a very important role in education. Community and school have to disseminate scientific knowledge of rearing children to parents. The community, together with the school, has to show concern with rearing children at home.

The women's association plays a necessary part in women teachers and girl students' activities, such as: mobilization of family planning, introducing new cultural family establishment and teaching sex education (e.g. love, friendship, marriage, motherhood etc.). There is always mutual help between local women's association and women-teacher and girl-student associations.

The production-business-service enterprises take part in teaching technology and job-practice; assist schools in

organizing productive worksheet service and vocational activities; contribute to productive capital, direct techniques and process and circulate products; employ graduates.

Cultural, scientific, artistic and public information organizations are cultural clubs, galleries, libraries, institutes, theatres etc. All these help the school in teaching students science, literature, art and in finding gifted students to train. These organizations can also set aside some of its activities for students and help the school with more facilities.

The Army and Police help schools in educating for national defense and sport, and in increasing knowledge of tactics, military and the law. They help students take part in law and order protection. Moreover, they co-ordinate with the schools to re-educate undisciplined students.

In Viet Nam, community support to education takes various forms and is provided through different channels. There is the strong emphasis on the school generating its own income, in creating a complementary budget by organizing school production and services. In one school in Hanoi, of the total school budget of 590 million dong, the Government budget accounted for 550 million dong, the community contributed 8 million dong, and the remaining 32 million dong came from school productions/services. In a village school, over 50 per cent of the school budget came from the community.

Because of the mutual need of the community and the school for each other in Viet Nam's national development, the school and the community have to set up close relations with each other in order to attain this national goal.

An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
China	School/factory School/multi-factory Friendship co-operation Community education	Experimentation " " " " " "	Schools, factories, communities, families.	a) Mobilization of whole community to support education. b) Improve education outside of schools. c) Participate in democratic management of schools. d) Establish channels of mutual service. e) Guide home education.	Research is currently underway.
	Administrative system reform in rural education in Hebei province	Ongoing since 1983	Rural primary and secondary schools	a) County government oversees: schools, agricultural secondary schools, normal schools, some experimental schools. b) Commune/village government oversees: junior high schools, primary and central schools. c) Local government and communes/village required to provide financial resources. d) Local government has right to employ teachers.	a) Help officials and common people understand importance of education. b) More respect for teachers. c) Active fund raising for teachers' salaries. d) Services provided to schools, such as maintenance by the community. e) 57.2 per cent of total investment in education raised by counties and villages. f) Dangerous and substandard buildings wiped-out. g) Villages provide teachers with housing and working facilities. h) Speeds process and improves quality of compulsory education. i) Primary school education universalized in 130 counties.

An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific (cont'd)

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
Indonesia	Out-of-school Kejar system	Ongoing	Out-of-school learners; Communities.	Literacy and numeracy training. Nine types of local organizations support learning activities.	15 million additional functional literates.
	Kejar Usaha	Ongoing	Out-of-school learners; some of them graduates of Kejar Paket A communities.	To train community members to generate income.	Many of the people in the village/ rural areas increased incomes.
	Parent Teacher Association	Ongoing	Primary and secondary education.	a) Parent's organization responsible for education. b) Close relationship between parents and school. c) Task includes: – contribute to school repair and equipment. – contribute to accommodation of teacher in rural/remote areas. – increase income of teacher. – maintain relationship among parents.	a) Community participation still going on and needs improvement. b) Throughout the country, parents of elementary and secondary education support the school in terms of money: Elementary: BP3, Secondary: SPP.
	SD Kecil (small elementary school)	Ongoing	Primary school in remote areas	a) Total number of pupils: 10–70. b) Total of teachers, including headmasters: 3 persons. c) Classrooms: 3 d) Grades: I–VI.	a) Implemented in many remote areas. b) Has contributed to attainment of universal primary education.

An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific (cont'd)

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
Indonesia (cont'd) (cont'd)	SD Pamong	Completed	Primary schools and community.	a) Involvement of parents and community in primary education both in-school and out-of-school. b) Active group learning techniques. c) Individualized learning.	a) Techniques incorporated in new CBSA primary education system. b) Support for universalization of primary education. c) Small school activities for remote areas still underway.
	Participatory educational	Planned	Lower secondary schools and communities.	a) Educational quality improvement. b) Improved management and supervision of schools. c) Improved financial resource utilization and accountability. d) Decentralization to provincial and district offices. e) Improved macro-planning. f) Broaden support for educational policies.	
Lao PDR	Campaign to eradicate illiteracy	Completed in 1984	Illiterate adults 15-45 years old.	a) National, provincial and district commission established to promote, mobilize and co-ordinate support and participation of community.	a) Community supported teaching of literacy classes. b) Food and accommodation of teachers from outside community provided. c) Financial and material support for teaching.
	Pupils Parents Association	Ongoing since 1981	Primary and secondary education	a) Mass social organization responsible for education of younger generation. b) Institution of solidarity between parents and schools. c) Maintain close relationship and co-operation between parents and schools.	a) More than 50 per cent of primary schools throughout country constructed with community contributions and self-help labour participation. b) Nine thousand pupils parents association established.

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An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific (cont'd)

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
Lao PDR (cont'd)				d) Tasks include: – contribution to school construction and equipment; – repair school facilities; – contribute to accommodation of teachers; – educate pupils; – maintain relationships among parents. e) Resources come from members contributions and from parties and other activities.	c) Community participation still needs improvement. d) Microplanning and community support should be closer. e) Examples of community support: – Ten classrooms built for trustory primary school in village of Vatnak, Sisatianak, Vientiane; – Village of Sok Paluang, Vientiane, five classrooms equipped with ceiling fans, electricity and fence around school compound by pupil parents Association.
	Association of the supporter of education	Ongoing since 1981	Primary and secondary education	a) Composed of: – persons who do not have children at school; – persons outside the community; – influential persons from business sectors and government officials; – religious bodies; – agricultural, commercial or industrial manufacturers. b) Resources come from member contributions.	
Malaysia	Board of Governors	Ongoing	Government aided schools	a) Solicit funds from parents community and philanthropists when government funds are slow or inadequate. b) Funds expended at discretion of Board, but permission required from authorities for physical facilities.	

An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific (cont'd)

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
Malaysia (cont'd)	Parent-Teacher Association	Ongoing	Primary and secondary schools	a) Main activity to help finance school projects. b) Collect funds from parents and other community members through cash contributions or organized activities. c) PTA committees decide allocation of funds. d) Headmaster of school controls only government funds.	a) Little community involvement in educational management. b) PTA's by regulation not allowed to be involved in school administration and teaching. c) Government hopes to encourage more community involvement especially in sharing financial burden of education, but majority of community believe education is government role.
Maldives	Community support for education	Ongoing since 1153	Basically primary school children.		High literacy rate in the country.
	Atoll Education Centre Project (Atoll only)	Completed	Primary school children in islands where there is such a school.	a) Community support in school construction. b) Financial support by parents for special purposes. c) Flag day (community buys flags), concerts and stage shows, school magazines and other special activities with community d) Non-formal education programmes, such as: sewing, lacquer work, mat weaving, embroidery, making items from coconut leaves and eakle. e) Community assists with special events and keeping school clean.	a) A new primary school on each Atoll-except one. Total 37. b) Enables schooling free of charge. c) Parent Teacher Association still not functioning properly. d) Maintenance work conducted by community for a small fee.
	Island people's schools (public school-Atolls only)	Ongoing	Primary age children on the islands.	a) Island chief is principal. b) An individual or individuals run the schools under direction of the island chief. Sometimes the chief himself runs the school.	

An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific (cont'd)

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
Maldives (cont'd)	Private schools	Ongoing	Primary age children and drop-outs from government schools.	a) Businessmen contribute to building schools. b) Community support at the discretion of school management.	Participation of community in school management higher in private schools than in public schools.
	Adult literacy programme	Ongoing since 1980	Age group: 10-45 years.	Eliminate illiteracy	
Myanmar	Community support for education	Ongoing	Primary, middle and high school students.	a) Community support for primary school through gifts of land and cash donations. b) Voluntary labour, construction materials, teacher salaries also donated. c) Parent teacher association (PTA) being established for consultative co-operation and financial assistance to schools, but not allowed to interfere with administration of schools, staffing, curriculum or administration.	a) More support for schools when principal is respected by community. b) Community support has accelerated since nationalization of schools in 1965/1966. c) Parents more co-operative in urban areas and communication between schools and communication. d) Role and strength of PTAs gaining momentum both in urban and rural areas.
Nepal	Panchayat system	Ongoing since 1982	Primary and secondary schools.	a) Development activities including education vested on the local village or town panchayat. b) Panchayat authorized to formulate plans, collect and utilize resources to implement, supervise and evaluate.	a) Created to embibe a spirit of decentralization.
	School management committee	Ongoing	Primary and secondary schools.	a) Consists of pradhan pancha, ward chairman, social workers, guardian donors and headmasters. b) Committee powers and functions are:	a) Committees have power but lack knowledge and innovative ideas. b) Committees have difficulties raising funds. Often request funds from panchayats.

An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific (cont'd)

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
Nepal (cont'd)				– administration and management of schools; – financial aspects; – develop physical facilities; – training of teachers; – authority to dismiss teachers; – reward teachers; – inspection and supervision of schools; – appointment of teachers.	c) Training is required by members of committees. d) Greater participation of people in decision making is required.
	Integrated rural development	Ongoing	Village education systems.	a) Objective to model new education system to become effective force for rural development and improve quality of life of villagers. b) Allocation of funds for roofing material, furniture, construction and maintenance of school buildings, improvement of physical facilities latrines, playgrounds, water supply, scholarships and training of teachers.	a) Progress made in extending educational facilities to rural areas. b) Contributes to making programmes relevant to local community. c) Can serve as centres for stimulation and dissemination of new ideas or organizing education activities targeted for adults and out-of-school children and youth. d) Has improved conditions of primary education, adult education and development of skill training programmes.
Philippines	Parent Teacher Association	Ongoing	Primary and secondary schools.	a) Members are teachers and parents of currently enrolled children. b) Equitable distribution of leadership roles between parents and teachers. c) Democratic, participatory involvement.	a) Communities have proven eager to co-operate at all levels. b) Problems have arisen with persons who use PTA and school boards for political purposes.

An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific (cont'd)

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
Philippines (cont'd)				d) Programmes reflect concerns of parents. e) Parents of ten provide financial support. f) Means of communicating school policies and information. g) Have organized a federation to represent them at district and division levels.	c) Poor leadership in some PTA's has resulted in poor performance of said PTAs and school boards. d) Leaders may not be as highly educated as desired. e) Lack of funds is common among these organizations – 80 per cent of funds circulated in Metro Manila, only 20 per cent available through rest of country. f) Inadequate dissemination of information on government policies and programmes.
	Homeroom organization	Ongoing	Primary and secondary schools	a) Student-organized. b) Organization consults with teachers on problems. c) At lower levels under guidance of teacher-advisor; at upper levels self-propelled. d) Co-operate with communities to implement programmes, and activities, such as fund raising.	a) Co-curricular activities in a variety of interest areas. b) Help and co-operation of community leadership, e.g., fund raising to support activities.
	Barangay (village) Councils	Ongoing	Village schools Entire villages	a) Government councils at village level involve teachers and school officials. b) Barangay Councils considera matters such as improving educational services in the barangay.	a) Teacher involvement in council deliberations. b) Efforts to improve education in the barangay.
	Extension programmes	Ongoing	Out-of-school youth and adults	a) Organized by colleges and universities. b) Involve community participation in certain aspects of the management of schools.	a) Training for livelihood skills. b) Enhancement of a better quality of life.

An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific (cont'd)

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
Philippines (cont'd)	School Boards	Ongoing	Public school system at district and division (province or city) levels.	a) At district level, chairman is the town mayor; other representatives are district supervisor, members of municipal council, district PTA and municipal treasurer. b) At division level, chairman is provincial Governor and members are DECS school superintendent provincial board, provincial PTA and provincial treasurer. c) Manage the use of property tax funds for education.	a) One per cent of real property tax earmarked for education, 20 per cent of which remains with local school boards for allocation. b) Support for alternatives, non-formal education, building repair among other activities.
	Regional Development Councils	Ongoing	All 14 regions	a) Co-ordinates regional planning and community support activities. b) Education represented by Regional Director for Education and heads of state colleges and universities.	a) Community entrepreneurs provide back up services such as in school sports. b) Public and private sector involvement in decision making, in plan formulation and implementation.
Rep. of Korea	Keochang Educational Foundation	Ongoing since 1983	High school, assisting community	a) Open 24 hours a day for student study. b) Extra school activity designed for community, i.e. Sunday school, farmer's union, YMCA, credit union, book publishing.	a) Fourth place in nation in enrolling students in Korean National University. b) Farmers association training in techniques to improve quality of agricultural products. c) 400 member YMCA established. d) Credit union with one million dollars in asset.
	Korea Supporters Association for the Community School	Ongoing since 1968	Community educating school representatives	a) Model schools chosen and research conducted.	a) 48 branches in Seoul and 10 local branches.

An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific (cont'd)

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
Rep. of Korea (cont'd)				b) Seminars and educational programmes held for school principals, volunteer educators, university student volunteers. c) Organized "Young Neighbour" programme to arouse university student interest. d) Books and journals published.	
	Korea Supporters' Association for the Community School	Planned for 1989	Community educating school representatives	a) Improve chances for lifelong education in community, such as children's reading classes. b) Schools that are joyful, co-operative with community, and win public confidence. c) Provide children with healthy education envigonment. d) Educate parents to role in bringing up children in proper way. e) Educating old persons to spend a desirable aged life. f) Help juvenile spend leisure time in sound, healthy way and prepare sound vocational ethics.	
Thailand	Parent Teacher Association	Ongoing	High schools	a) Support school activities such as sports, music festivals, cultural activities, and fund raising and provide reading materials, teaching aids, equipment. b) Foundations established to provide scholarships. c) Alumni associations provide funds.	a) All secondary schools have community involvement. b) Community-based curriculum being introduced; more responsive to local needs.

An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific (cont'd)

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
Thailand (cont'd)		Ongoing	Primary schools	a) Parents volunteer to cook lunches for school children, and food provided by communities. b) Child care centres provided by community. c) Communities provide resource persons, craftsmen, nusicians, farmers.	a) Malnutrition problems being solved. b) Almost every village in country has child care centre.
	National Committee on Rural Development	Ongoing	Elementary schools	a) Village education committees supervise school management and activities. b) Fifteen elected members with headmaster as secretary.	All elementary schools under the National Primary Education Commission must have village education committee.
	NEC policy guideline	Planned	All schools	Decentralization of control of education to local authorities and communities.	
Viet Nam	a) Mobilizing democratization to stimulate school self-management and community participation in school management. b) Mobilizing community participation for heightening education quality.	Ongoing	All primary and secondary schools (all three levels of general education)	a) Annual school conference to review past year's performance, and discuss and approve plan for upcoming year. – attended by teachers and cadres, parents, members of social organizations, production-business-service organizations, and religious bodies and individuals. – principal presents report. b) District education councils composed of the District People's Committee, District Education Board and school principals discuss and plan area education development.	a) School principal plays active role as initiator, co-ordinator, organizer and with Head of Parents' Association serve jointly to mobilize community support and participation. b) Provides opportunity for community to evaluate the quality of school and take part in decision making and contribute to school contribution. c) Problems addressed include: – improving enrolment; – reducing grade repetition and drop-out; – utilizing graduates; – ensuring quality of teaching;

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An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific (cont'd)

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
Viet Nam (cont'd)	c) Mobilizing material and financial support for school development.			e) Community participation to form a unified educational environment and school training process through: – family and parent associations; – local youth unions; – women's associations; – product-business-service enterprises; – cultural, scientific, artistic and public information organization; – army and police. d) School Sponsoring Committee which has the following tasks: – participating in school management decision-making and planning; – participating in school training processes and information of a unified educational environment; – in mobilizing the community support the Sponsoring Committee groups all those who are ready to help school (organizations and individuals in the community). Every community has its standing office presided by famous personality; principal and head of parents association must be members of this office. e) Mobilizing community support through: – sponsoring school committees; – parents association; – foreign charitable organizations.	– mobilizing community participation; – seeking community investment in education; – improving standard of living of teachers. d) Child rearing practices are popularized. – teachers and students are encouraged to take part in social and physical activities; – mobilizing for family planning, family and sex education; – assistance to schools to organize productive work and circulate products; – support knowledge of science and literature, national defence and sports. a) – Contributions are made for capital investments (land, buildings, teacher housing, equipment, book and magazines etc.)

An Intercountry Comparative Matrix of Community Support for Education and Participation in Educational Management of 11 Countries in Asia and the Pacific (cont'd)

Country	Type of activity	Status of activity	Target group(s)	Characteristics and objectives	Experiences
Viet Nam (cont'd)				f) Self-making income from school productive labour and service in the form of: – labour by teachers and students; – linking with local productive base.	– contributions are made for recurrent expenditures (festive occasions, student activities etc.). – contributions of service (labour for building construction, health, agricultural and technical and technical activities; lecturers; vocational teaching; sport and cultural activities; teaching weak pupils; assisting inexperienced teachers). b) The self-making income measure has proven effective both pedagogically and economically. c) Some schools have benefited financially. d) Improved mentally and physically, the life of teachers and students.

Chapter Three

THEMATIC PRESENTATIONS

The seminar's two main concerns: a) community support and b) community participation in the management of education are highlighted in two theme papers presented in this chapter.

Theme A: Rationale, potentiality and constraints in promoting community support for education and stimulating community participation in educational management

Theme A was introduced through the presentation of a paper entitled "Decentralization and the Role of Community: Prospects for Participation". It pointed out that the role of the community in education relating to support for and participation in educational management has become a matter of lively debate and practical concern during the past decade or so in most countries.

For instance, currently in Australia, the Education Acts, enacted over 100 years ago to provide free, compulsory and secular education, have been amended in some states to ensure decentralization through changed organizational structures and definitive community involvement in substantial areas of educational management. Industrial agreements between teachers, and the government ensure teacher participation in significant areas of administration which were formerly the sole task of the school head. In the United Kingdom, the virtue of giving parents a greater voice in the management of schools has been recently proclaimed and legislative steps in that direction taken. Thus many of the responsibilities of Local Education Authorities (LEA) have been devolved to school level. In the USA, where district level community participation has been a feature of educational administration, one example is the huge Chicago school district arbitrarily devolving major managerial responsibilities directly to schools. The Korean Educational Development Institute was commissioned recently to undertake a study about the decentralization of educational administration (Chung Chan-young, 1988) and concluded that

> "The autonomy of the local administrative authorities and schools should be enlarged. Their autonomy should be promoted by democratization of decision-making, professionalization of administrative personnel and rationalization of educational financing".

The limited capabilities of countries deemed to be *developing*, as in the case of Indonesia (focus of this paper), force them to face continually the dilemma of centralization and decentralization. It is a dilemma between nation building, which requires centralization, and development which requires community participation and supervision.

Thus reform of the processes and structures of educational administration, including community participation in decision-making processes at the school level, has been a very live issue in both the developed and developing countries.

In this paper, community participation in educational management has been linked to the processes of decentralization. Decentralization, as the paper explains, refers to the autonomy and power of lower-level participants in an organization. The process of decentralization undergoes three stages, namely:

deconcentration – establishment of local offices and the shifting of workload from central to regional offices of the government;

delegation – greater decision making and management authority is given to local government offices;

devolution – local government organizations become autonomous units with full decision-making and management authority.

For decentralization to occur, it was contended that the administrative environment must be understood, before it can be changed. Former structures which have developed largely from the historical experience of a country must be analyzed and either modified, incorporated or radically restructured to enable the necessary dynamic balance between centralization and decentralization.

Indonesia was used as an example to trace the development of administrative practice in the government from a highly centralized operation to one where, in the case of the Ministry

of Education and Culture, deconcentration has occurred, i.e. local offices of education have been established at provincial and district levels, and some of the workload shifted to these offices. Thus, in Indonesia at present, the administrative structure has become a necessary pre-requisite in the delegation of responsibilities. This enables operationalizing the government policy, that: education should be carried out in a decentralized manner as the joint responsibility of the family, the community and the government.

The paper explored reasons for decentralization, noting that activating the community to participate will likely result in more relevant decisions related to community needs as well as to the ownership of the decisions which will ultimately lead to the community's support of education in every way. The dangers of decentralization were likewise noted in the form of fragmentation of the system, disparities and inequities developing between and among schools, and parochial interests dominating.

The advantages and disadvantages of community and school participation were discussed with particular emphasis on choice and careful phasing of matters for participatory purposes taking into consideration the level of experience and readiness of the school and its community.

The importance of establishing appropriate mechanisms in order to enable community participation and of opening matters of substance for participative decision-making was discussed. Because participatory processes need new skills and attitudes among all those concerned, the paper also stressed the importance of the implementation of adequate preparatory training activities.

The machanism for transfer of operational responsibility as the decentralizing process develops requires that the structure of the organization be examined and either incorporated, modified or completely restructured. Revised responsibilities at the various hierarchical levels must be defined, job descriptions written and staff either deployed or recruited to fill the positions. The resulting structure should reflect the aspirations, traditions and geography of the country.

The presentation concluded with a warning that in the execution of any strategy for decentralization, a pilot project should be the first step. This is necessary because hastily implemented plans in terms of: lack of expert support and advice; underestimated costs of implementation; impractical

controls, inhibiting community initiative; and lack of adequate, simple and precise accounting will result in the quality of schools suffering because the proper mix of local and government support has not been maintained. The paper ended with this positive note:

> As the process develops and accelerates, persons involved in it will become more competent in establishing what they want to accomplish, and in building their own expertise and confidence especially if they are challenged to make decisions about significant matters related to improved education for their children.

The paper was followed by discussion in which several key issues emerged. For instance, it was acknowledged that if educational expansion is to occur and goals achieved, the government needs the support and participation of the community. There will be various ways and levels of community participation, but the matter of developing a strategy for participation was thought to be important. A supportive environment must be created where the political will of the government is evident through clearly-formulated policy. Not only will this allow for the necessary structural changes to be made, and mechanisms to facilitate participation be established, but it will also encourage the interest of funding agencies to develop and support relevant initiatives. In addition, the co-operation of these various agencies can be gained, and the products of their interest integrated in order to attain objectives related to their participation.

A further suggestion was made that a systems approach be used to analyze the various inputs, processes and outputs of the teaching/learning process, and that the relevance of each to the processes of support and participation be evaluated. Of particular interest during the discussion was the potential for community participation in the management of the school's operations. The affirmative response to this particular aspect of participation was contingent upon clear identification of particular matters concerning decision making, i.e. that the type of participation be defined and that adequate preparation be given to both the professional and lay personnel to enable them to understand the practical realities of the new approaches, and to endeavour them to change their attitudes, if this is necessary.

Delegates raised the issue of the decentralization process posing such basic questions as: 1) Can there be decentralization

without participation? 2) What is the balance between centralization and decentralization at the level of devolution in order to prevent fragmentation of the system?

In the matter of delegation of responsibilities, delegates were reminded of such practical realities as: 1) responsibility still rests with the one who delegates; 2) parental involvement is difficult to achieve in communities where daily work hours are long and arduous; 3) large centralized systems have no option but to decentralize, provided that the caveats outlined in the theme paper are heeded; and 4) not to forget the value of a pilot project as the first stage in developing a strategy for implementing decentralization.

Pilot projects would provide the opportunity to plan, implement, monitor and evaluate a strategy or strategies. Feedback gained in problems and weaknesses would enable corrective measures to be incorporated in the policy. System-wide changes would then be introduced with greater confidence.

The paper further advised that progress from centralization to decentralization must be carefully phased so that a dynamic balance always exists between the two. Increasing levels of local administrative autonomy will be delegated within guidelines provided by central policy makers. Procedures adopted to encourage and ensure wider participation of all concerned parties at the various administrative levels down to the schools will require clarification of new roles and responsibilities at each administrative level, retraining and redeployment of personnel, and careful restructuring of the organization. At the school level it will be especially important to clarify the respective roles and responsibilities of heads of schools and establish mechanisms for community participation. It will be necessary too, to provide information and training programmes to assist in attracting the participation of parents and community members.

The matter of management was also discussed, first, from the standpoint of challenging delegates to think about it and compare its operational definitions among countries and second, from the practical side of community participation in the management of schools. Concerning the latter, it was suggested that management comprises many activities, some of which can only be undertaken by the professional educators, others to be carried out within the framework of community participation. And to carry this out, appropriate mechanisms and clearly defined roles and responsibilities are an important prerequisite. Participation could then take any form along the continuum of advice to total

responsibility. The practical matters of resource management at school level, and developing plans for the school were given as examples where considerable degree of community participation can be attained.

The paper emphasized that good will is one important ingredient in the success of the decentralization process, which results ultimately in the sharing of power by the community as it participates in the making of important decisions related to the quality of education provided in its school. As the process of decentralization develops and accelerates, those persons involved in it will become more competent in establishing what they want to accomplish, building their own expertise and confidence, especially if they are challenged to make decisions about significant matters related to improved education for their children.

In any event, delegates agreed with the timely warning in the presentation about decentralizing: "Hasten slowly".

Theme B: Implementation mechanisms for promoting community support for education and facilitating community participation in educational management

Theme B was introduced through the presentation of two papers. The first, entitled "Participatory Educational Planning as an Organizational Change Strategy in Indonesia", was designed to present a framework for assessing the feasibility of a proposed activity from an organizational change perspective.

A project for participatory educational planning, called the STEPPES project was begun in Indonesia in the late 1986 by the Ministry of Education and Culture (MOEC) with the assistance of the UNDP and the Unesco. Its purpose was stated in the project title "Strengthening the Planning and Management Capabilities of the Provinces in the Education Sector".

Its objective was to enhance communication and the flow of information, and to bring staff members from provincial and district levels more into the decision-making process. In other words, the intention was to make the educational planning and management process more participatory and "bottom-up", and to lay the foundations for further decentralization of decision making in the future.

Specifically, these objectives are quoted below:

1. to improve educational quality by bringing local communities into the micro-planning process of identifying quality improvement needs and priorities;

2. to improve management and supervision of schools by strengthening the relationship between the schools and the community and providing the principal with more access to community resources;

3. to improve financial resource utilization and accountability by involving parents in decisions about how their contributions will be used;

4. to further the deconcentration, decentralization and deregulation process by strengthening the capacities of the staff of provincial and district offices to plan, manage and evaluate educational projects;

5. to encourage further involvement of the district offices in secondary education activities, an area of responsibility recently delegated to the district level;

6. to improve macro-planning at the national level by improving the upward flow of information on educational needs and priorities from the field level;

7. to broaden support for educational policies by involving the local level in the process by which those policies are determined.

The paper reviewed the feasibility of the Indonesian Participatory Educational Planning concept using perspectives of organizational development, organizational theory and organizational design combined within the framework of the contingency theory. Contingency theory calls for structuring an organization to adapt to the specific social, cultural, political and market realities of its environment. In elaborating contingency theory, four types of organizations were described, namely: 1) mechanical-bureaucratic organizations which are hierarchical and centralized but also efficient in serving large markets; 2) organic-professional organizations which serve small markets requiring high technology, flexibility and innovation; 3) traditional-craft organizations which serve small markets with products or services specially designed for local needs at low cost; 4) mechanical-organic organizations which serve large

markets with high quality goods by combining characteristics of both mechanical and organic organizations.

The paper addressed itself to the six basic questions of organizational change (Hage and Finsterbusch, 1987), as they apply to the Participatory Educational Planning Project of Indonesia:

1. Why change? Performance and output gaps

The basic objective of the participatory educational planning project is to produce outputs that are more relevant and responsive to local needs.

The idea is to draw upon local communities to identify the educational quality improvement needs of their schools conveying these needs up the education planning hierarchy for funding and implementation.

Efficiency would be enhanced through a more streamlined channel for identifying and prioritizing actual needs; this will help eliminate waste by providing goods and services that are really required by schools for quality improvement rather than basing the delivery upon political prerogatives, donor agency priorities, or simply what has been provided before. Closer monitoring by local communities also would improve accountability in the use of available funds at the school level. It is also hoped that with a greater role in the decision-making process, the local communities would be more inclined to provide financial support for education, putting into operation a mechanism for cost recovery.

Essentially, the aim of the project is to make a mechanical-bureaucratic organization more organic. It is to overcome the common weaknesses of all mechanical organizations - unresponsiveness, inflexibility and low quality goods and services. By bringing local communities, as well as the lower levels of the administrative hierarchy, into the problem and need identification, priority setting, and decision-making process, the Ministry of Education and Culture would become more responsive, flexible and relevant to local requirements.

2. What to change? Which components?

Three of the five possible intervention points are targeted: culture and strategy, internal processes and structure. The organizational culture of the schools and local offices of

education could be modified drastically by inclusion of the community in the decision-making process. Any major shift of power or authority could have a profound effect on culture. The schools and educational administration could become more service-oriented. Their motivation could be raised through a feeling that they are doing something that really matters to their local communities. On the other hand, a detrimental effect on culture could arise from tensions and dissent between educators and the community as the community tries to exert influence that may be threatening to teachers, principals or administrators.

Internal processes could be changed significantly. Budgeting and accounting mechanisms would be modified to reflect new resources and allocation mechanisms for funds. A heavy research and evaluation component would be introduced with provincial and district level staff responsible for its implementation, a new and unfamiliar responsibility for most. The planning mechanism and timetable also would likely require modification to allow for input from community councils.

No major modification of structure would be involved initially. A small unit would be established at the provincial level, only for project support not as a new structural entity. If the approach proves successful and is disseminated, structural change would likely be required.

3. How to change? What level?

The project calls for change at the micro-level and environmental level. Organizational level change is deliberately avoided during this pilot stage. In Indonesia, organizational change is difficult to accomplish and any attempt is likely to meet heavy resistance unless decreed from the highest levels of management. With an untested innovative approach such as that called for in the participatory educational planning project a top level decree is not an available option. The project will be operated within the existing organizational structure.

Micro-level change is basic to the project. The basic operational unit of the MOEC - the school - is the target for change. How decisions are made, who makes those decisions, how funds are used, who monitors operations, who is accountable to whom are all areas for change at the micro-level. Because the community is to become more involved and the educational administration is to become more responsive to community needs, environmental change is also a key component.

4. How to change? Which tactics?

Five tactics to effect change used by the participatory educational planning project are the group decision approach, data collection and discussion approach, group-problem solving approach, experimental approach, and training.

In the group decision approach, quality improvement proposals arising from schools and community councils will be reviewed and approved for funding by teams at the district and provincial levels; however final decisions will be made in collaboration with education and local government officials at the provincial and district levels.

In the data collection and discussion approach, extensive programme evaluation and research studies will be conducted by the project staff under the guidance of the Bureau of Planning and the Centre for Research and Development. Improving the capacities of provincial and district level staff in evaluation and research is an objective of the project.

Group problem solving will take place primarily at the school level. Reasons for performance and output gaps in schools, implementation difficulties, and quality improvement needs will be discussed and decided upon by the school staff, parents and community members. Group problem identification and analysis and priority setting will be the bases on which quality improvement proposals will be formulated.

Finally, training will be provided at each level. At the provincial level, training will be provided in evaluation and research techniques and project management; at the district and sub-district levels, in programme evaluation, management and budgeting, and cost accounting; and at the school and community level, proposal preparation, management and cost accounting.

5. How to change? What resources?

The primary resources required are finances and power. In addition to outside-donor funding for technical support, a major funding source will be what is called the SPP/DPP fund. An amount set aside from this fund will have to be agreed upon by the central and provincial government to finance proposals from the community councils.

It is hoped that the approach advocated by the project will not only improve the utilization of these funds for activities

that have a real effect on improving quality, but also may stimulate the community to provide more support as they become more involved in decision making.

Power may be the hardest resource to obtain because the project calls for a relinquishing of power by teachers, principals and educational administrators with a reallocation of that power to the communities. To be successful, the project will have to convince teachers, principals and administrators that in the long run they will benefit and the educational system will become more efficient and effective.

6. How to change? What methods of data collection?

It has not been decided what methods of data collection will be used, only that programme evaluation and research will play a primary role in the project. Data collection for the project will likely require much face-to-face interviews with parents, teachers, principals and education administrators and observation of the operations of community councils.

Discussion on the salient points of the paper ensued and comments and suggestions were made all of which the speaker noted with approval as a valuable information for the refinement of the project. One such point was about the appropriate level of intervention and the involvement of top leadership in it.

It was suggested that care must be taken to avoid negative interventions, especially where top leadership may be the root of the problem. It likewise stressed that interventions introduced or suggested by foreign consultants or others from outside the society be viewed very critically and adapted to the social, cultural and political conditions of the locality.

The purposes of the conceptual component of the paper were considered as stimulus for clarification of the delegates' thinking, and a step towards the evolution of "country specific" methodologies. A number of questions were raised and comments made concerning implementation mechanisms for the participatory educational planning activity.

All these questions and comments however were focused on greater community involvement in the management of the school. One comment that stood out was that the proposed project appeared to be a highly orchestrated "top down" activity. The group finally agreed that the guidelines can be "top down" but the

identification of needs, problems and the possible solutions of such will be a community matter.

It was further suggested that the local community must have authority and autonomy in deciding the appropriate characteristics of community support organizations and that central government not to stipulate in detail the form of implementation, allowing experimentation with alternative forms. It was likewise stressed that pilot programmes must be carefully planned and implemented, and evaluated thoroughly, to ensure relevant outcomes.

The second paper, entitled "Victoria Australia: An Overview Case Study", presented the processes which were evolved and used when the Government of Victoria, Australia decided to decentralize its Education Department. It traced the development of the existing elected school councils and committees from having, essentially, a support function to becoming statutory bodies with balanced membership categories, being accountable to the Minister for their overall performance within policy guidelines "with defined responsibilities for the authorization of school policy; for the management of finance and facilities; for the employment of ancilliary staff; for promoting school-community relationships; and for other areas of school operations". The importance of the existing mechanisms which were capable of development for participation in school-level decision-making was emphasized.

The paper outlined the various stages which led to the decentralization of administrative processes after the Government's policy decision to establish three pilot educational regions in 1972. At the outset the three newly appointed Directors were asked to "beat the bounds" in order to develop recommendations to the Minister for regionalization, based upon perceptions gained from personnel at all levels of the education system, and the community at large. The report led to 12 regions being created in the state in 1975, and phased operationalization of functions, beginning with the buildings, grounds and maintenance function.

As part of the participative process, representative bodies have been established at three levels in the system. These are School Councils, Regional Boards of Education and a State Board of Education, the latter two since 1982.

School councils have become an important factor in the decentralization process, being the principal means of relating

each school to its community. The school council provides the primary means of involving parents, community members, teachers, students and the principal in participative decision-making processes. The aim is to ensure that the operations of the school are responsive to the needs and aspirations of the community.

Regional Boards of Education have been established in each region with a key role in the development of regional plans for the delivery of resources and services to schools. The Boards are responsible for advising within government policies on priorities for the delivery of support services, including those previously provided by the central office.

A State Board of Education, initially comprising a Chairman, two full-time members and 11 part-time members was appointed by the Minister. A continuing function of the Board was to assess the needs of all schools, to indicate where needs are not being met, and to recommend changes.

Other developments which have been extremely influential in the growth and implementation of the participatory processes include the strength gained by the teacher unions, and the state-wide parent/school council organizations associated with the schools. In the case of the teacher unions, the terms and conditions of employment are negotiated annually, and include such matters as participation in the administration of schools through formal *Administrative Committees* established in every school.

Among the matters where these committees should be consulted are allocation and administration of planning time, class sizes, yard duty, regularity of staff meetings and class allocation. The parent perspective continued to be forcefully placed before the government. As an example, in 1987 the victorian Federation of State Schools Parents Clubs took the unprecedented step of serving a lot of claims on the state government which included such themes as: high quality education must be available to all children; parents must be equal partners in all educational decision-making; students have a right to participate in decisions about their own education; and the provision of quality education depends largely on the quality of teachers.

The difficulty of grafting a new form of horizontal decentralized structure to an entrenched, vertically organized divisional structure led to the Minister of Education calling for private consultants to recommend a restructure. The White Paper

which resulted after widespread discussion of the consultants' report, led to a new structure being formulated, and the implementation commenced. The first step was to declare all positions vacant from inspector level and above. With a change in Government, a new Minister reviewed the process and, in a series of Ministerial Papers, implemented changes and refinements which further sharpened the focus upon the parent's role in decision-making processes. This was not only at school level, but also at the state and regional levels through Boards of Education which had wide representative membership.

The paper highlighted a number of key factors in the process of decentralization such as:

1. the importance of political will; the tension that develops between political will and administrative will; the influence of pressure groups, e.g., parent associations and teacher unions;

2. the attitudes of personnel whose thinking has been moulded by a career in the various arms of the centralized administration;

3. the value of flexibility when it is realized that idealism leading to the elimination of former administrative practices, for instance the inspectoral system, has resulted in an administrative vacuum with relation to some of the necessary functions which were formerly undertaken, like evaluation of schools; and

4. the importance of preparing both professional and lay personnel for new responsibilities.

From a tentative beginning and confused processes, full devolution has almost been achieved. The schools are fully autonomous units with full decision-making and management authority in certain matters. They must still function within statewide policy guidelines and accept centralized control of levels of staffing, salary structures, promotion and transfer procedures for teachers, and other controls negotiated as part of the terms and conditions agreed with teacher unions. Operating funds are provided on a per capita basis, but large scale spending requirements e.g. salaries, major building are centrally controlled.

Referring to the broad effects of the tortuous processes and implementation challenges which took at least fifteen years to bring a decentralized system into satisfactory existence, the paper concluded:

> "Apart from the practical realities of day to day operations there has been an enormous effect on the content and discourse about educational administration and school community relations. Thinking has been changed, and as time passes substantial changes will occur in the practice of administration and participation.

In the discussion, a request was made for explanation of the thinking concerning the various forms of school councils, particularly the final structure which specified the proportions of representation between parents, teachers and students. Favourable comments were registered regarding: 1) the general approach to regionalization, beginning with a pilot project; 2) the flexibility which resulted in necessary changes being implemented ; and 3) the evidence of political will with its strong focus on participative processes.

The demise of the inspectoral system was noted and reasons were sought for this. A request was made for suggested lessons gained from experiences on existing inspectoral systems in some of the countries represented in the seminar. The development of decentralization in Victoria was related to some of the systems of education described in the reports given by other countries. The importance of adequate preparation being given to all persons involved in the change process was re-emphasized.

For those implementing large scale change procedures, the importance of having a responsible, sensitive attitude towards some of the personnel involved who cannot adapt to new role requirements or who are displaced as a result of the change have been reiterated.

The organizers were thanked for the opportunity given to reflect upon a period of change in Victoria and share a distillation of thoughts with senior personnel whose countries were, in various ways, interested in community support and participation.

Chapter Four

GROUP REPORTS AND SITE VISITS TO EDUCATIONAL INSTITUTIONS

Two seminar outputs are presented in this chapter.

A. The Group Reports

In line with the two main themes of the seminar, the seminar participants were divided into two discussion groups: Group A, to discuss Community Support for Education and Group B, Community Participation in Educational Management.

Group A Report

Members of Group A (see Annex IV for list of membership and its respective Chairman and Rapporteur) looked into topics taken up in the main papers and in the country reports and with these topics as spring board for discussion, came up with salient points to recommend for retention and adaption. It likewise presented proposed implementation strategies for community support for education.

Group A first looked into the background of community support for education, its objectives and ways and mechanisms of support as presented in the three papers. The members are in a consensus that the benefits of education have been realized by the people in developing countries. The people are now aware that education is beneficial for economic development, family planning, improved productivity, nation building and other aspects of life. This awareness in these benefits, in turn, result in increased financial demands for education.

On the other hand, the resources of education, both in terms of physical resources (such as money) and non-physical resources (such as maturation, political will etc.) which are owned by the government are limited.

The two conflicting conditions, i.e. increased social demands for education and the limitation in resources, need immediate solution. At this point, one solution is to involve the community in the support of education.

By getting support from the community, the government not only gets physical/non-physical support from it, but also a manifestation that the best strategy for providing education is

total effort from all groups in society. Thus, the government and the community have to co-operate closely in carrying out education.

The group looked into the following objectives of community support for education namely: 1) the economic objective which refers to mobilizing social sectors to run the school and improve school conditions; 2) the educational objective, organizing the social forces to protect the young generation and to help them grow healthy ; 3) the social objective which refers to a form of social atmosphere where the whole society supports and participates in education.

After some discussion, the group finally retained the following points:

1. Definition of community

   a) Individuals;
   b) Community groups, youth league, women's league, trade unions;
   c) Charity organizations
   d) Religious bodies
   e) Businesses and co-operatives
   f) Cultural centres: music, arts, theatres, sports associations.
   g) Local community groups:

      - local non-profit organization; and
      - local professional association, example: teachers association.

2. List of main kinds of community support grouped into the following:

   a) Contribution of capital investment in the form of cash and nature as:

      - land, buildings, playgrounds, teachers' houses
      - instructional materials
      - materials for construction, repairs and maintenance
      - technical equipment, computers, machines, sports equipment, musical instruments, equipment for technical and vocational courses
      - books, magazines, newspapers

b) Contributions of recurrent expenditures in the form of:

- presents for teachers on feastive occasions
- cash donations for organizing students activities
- recognition and awards summer holiday, camping, sports and art festivals
- cash donation to provide facilities such as electricity, water, electric fans
- donation for school uniform
- preparing and extending of laboratory, classrooms
- donation to construct and equip the school reading room
- providing lodging and boarding for teachers
- subsidiary salaries for teachers in cash and in kind.

c) Contribution of services in the form of:

- labour for building construction, extension and repairs
- giving lectures, instructional techniques, vocational teaching
- counselling
- remedial teaching and in-service training and experiences especially to young unexperienced teachers
- escorting the children to school
- teaching in the illiteracy class
- support to curricula development and implementation
- peer tutoring
- cooking for lunch and other such occasions as during examination period
- persuading the family to enrol their children
- social sanctions.

d) Ways and mechanisms for support

Ways of support:

Direct:

- donations in cash and kind
- teaching and tutoring
- teaching and learning
- fund-raising activities

- construction of buildings
- supplying furniture, equipment and materials
- counselling for job, employment
- providing employment to graduates both of formal and non-formal
- providing employment to students
- providing employment to dropouts

Indirect:

- through: PTA, SMC, SB, SC etc.
- co-ordinating local community groups
- providing skill training and practice in production enterprises
- marketing the school products

3. Problems and issues

a) The issues of community support for education are as follows:

- In the teaching/learning process:

i. preparation for learning
ii. access to learning
iii. retention of learning
iv. learning achievement
v. employment

- ensuring the complementation between community, government and other supports.

- ensuring equity such as establishment of PTA federations, CEC, SC...

b) Problems. There are negative effects of community support such as:

- political interest
- business interest
- disparities and "over support"
- strict government control.

4. Proposed strategies for community support for education

The following strategies can be implemented where appropriate:

a) building up public awareness;
b) using political will and support;
c) setting up a policy of decentralization in education;
d) setting up a concrete plan of community organization(s) as well as a plan fo action and implementation;
f) introduction of schemes of tax-exemption or tax reduction as medal awards (as a motivation measure);
g) campaigning for community self-sufficiency as part of an integrated rural development;
h) defining community leadership functions;
i) providing channels of communication and information to the community;
j) promotional efforts by the school-out-reach programmes, such as school conferences, homeroom, open-day, etc.;
k) attitude development for community support;
l) motivational and moral support from community;
m) following-up and monitoring measures concerning community support to education.

Discussions on Group A Report drew special attention to the following aspects:

1. Community support for education should be based on the principle that education is a co-operative function of all. The payment of taxes is one form of support. Therefore it is necessary to educate people to pay taxes promptly to support education. In this connection, moral support is equally important; awareness and observance of ethics is a pre-requisite. Material support becomes meaningful only when it is coupled with moral support.

2. The policy makers and legistators should try to devise a system of taxation which provides incentives, encouraging the private sectors to make voluntary contributions to support education.

3. The role of private schools and institutions, as a way of lessening the burden of governments in providing educational services, was also considered to be some modality of community support. Therefore private educational institutions also deserve some form of governmental appropriation. However, this modality, as community support for education, was considered to be a

complex issue. First, while private schools and private educational institutions play a very important role in the social, economic and cultural contexts of some countries such schools and institutions are practically non-existent in other countries. Secondly, there are non-profit making institutions as well as profit making institutions, charging high fees. This opens up further issues relating to equity, standards, curriculum, legislative and administrative controls over such schools and institutions.

Group B Report

Members of Group B (see Annex IV for list of Group B memberships, together with its respective chairperson and rapporteur) discussed and analyzed the different aspects of community participation in the management of education.

Community participation in the management of education

Community is defined as "The persons or groups involved or associated within a geographical area for the purpose of development within that area". The persons or groups associated with an institution to organize the development of education are termed "Educational Community".

The educational community can be grouped into two:

1. Academic community
2. Non-academic community

Academic community deals purely with the development of quality education and the management of the school. Those who are involved within the geographical area of the school are the primary community. Those outside the non-geographical area are the secondary community. Academic community is composed of teachers, students and government officials.

The functions of the academic community are:

1. to develop the teaching learning activities;
2. to develop the curriculum;
3. to supervise and guide teachers;
4. to train teachers;
5. to develop clean and healty atmosphere and environment;
6. to evaluate the quality of education; and
7. to be responsible with the accountability of the funds.

The non-academic community is the community that deals in issues of a non-academic nature. The non-academic community plays a key role in the following activities:

1. to develop the physical facilities such as school buildings, extension of playgrounds;
2. to raise funds;
3. to help raise the enrolment; and
4. to help consume the goods produced by the schools.

The parents, the users, the receivers and planners within and outside the institution are called the non-academic community.

Nature and scope of participation

Community participation can be done through the following:

1. academic discussions
2. evaluation and research (as member of task force)
3. information channels
4. fund collection
5. membership in school organizations
6. decision making
7. as consumer/receiver of school produce

Modalities of participation

The group discussed five categories of modalities to choose from and which can come in combination when useful and appropriate.

These modalities are the following:

1. voluntary support
2. information
3. consultation
4. decision-making
5. control

By these modalities one can analyze, synthesize the information to determine the varying degrees of participation. By these modalities one can also see the impact or innovative approach of the community that may be very effective. The degree of participation may be opened/closed depending on the mutual process of interaction between teachers, students and parents of the community.

Areas of community participation

The word *participation* is a broad term. There seems to be no limit to it; however, if we are successful in delimiting the area of participation, the people or the community will know how far they can and have to participate. They have to know whether they participate only for resource development or for material development; to share an idea to develop, or to consolidate the school management; to participate on day-to-day decision making or act in an advisory role of participation. It should be very clear to them, so that their participation comes from inner commitment to help. It is essential to clarify the area of participation - to what extent and how far the people need to participate. They can not be kept in the dark; they must have a clear idea of what and where to participate so that they do not hesitate to take part actively in the development of education.

Community participation in decision making

Community's participation in decision-making takes the following forms:

1. identification of priorities;
2. planning and implementation of the programmes;
3. participation in sharing the benefits of the institution;
4. participation in monitoring and evaluating the projects.

Community participation is important in planning and executing the projects by joining hands with any non-governmental agencies, (individual or a group) who are taking up the task purely on their own. It can take the form of delegation of power to the principal to hire and fire teachers, to construct buildings, etc.

Discussion of Group B Report

The discussion of the Group B report began with the Chairman complementing the group for its highly productive and sophisticated presentation. He then asked for further clarification of the four types of community as described in the paper, of how private schools would be included in the conceptualization, and of the hiring and firing of teachers and principals in highly decentralized systems.

In response, it was explained that geographical area was the basis for defining the primary and secondary community. The

primary community is composed of school staff, parents, students, individuals, organizations and government within close physical proximity to the school. The secondary community is composed of individuals, organizations and government agencies outside the geographical area of the school but still concerned with its operations and outcomes. The third and fourth classifications, academic and non-academic communities can be composed of either primary or secondary community members. The academic community includes those directly interested in academic matters, i.e. the teaching/learning process. The non-academic community would be concerned with matters not related to academic affairs.

It was agreed that the points raised in the Group B report were related to the education system in general, in-school and out-of-school, public and private with government possibly playing a supervisory role for both private as well as public schools. With regard to community hiring and firing of teachers and principals, the responsibility might devolve to other agencies or individuals, such as school boards or school councils or the head of an educational institution.

The Chairman further noted that combinations could exist in the centralization/decentralization continuum. However, the basic principle would be that the greater the degree of decentralization the greater the potential for community participation. Some matters might best be centralized, such as the national budget, but others might best be decentralized. Varying degrees can exist and each country must decide what is most appropriate for it.

The question of equity was then stressed as a basic objective of the educational systems. Equity should not be compromised as it is a basic human right. One danger of change in either the discretion of centralization or decentralization was that it could lead to the creation of superbodies that could result in inequitable delivery of educational services.

It was likewise noted that equity does not mean equality, the relationship proportional i.e. some people naturally contribute and earn more than others. In the Philippines for example, the danger of superbodies arising or certain groups becoming too powerful is counteracted by a system of checks and balances. One such check and balance is to ensure good feedback mechanisms so that schools and communities are aware of changes taking place. This must be a two-way feedback system. A second check and balance used is to limit the terms of office held by individuals to ensure that no one group can gain continuing

control. Groups are given freedom to express their views as long as they respect private property and stay within the law.

The group was again thanked for its contribution and the discussion was closed.

B. The Site Visits to Educational Institutions

The participants of the Seminar had a chance to visit three different types of educational institutions to observe and discuss some of the organizational features and modes of operation, especially with regard to the matters of community support and participation in management.

The first institution visited was the `banjar' meeting hall in the village of Sukawati where "SKB Business Project" learning groups have been established. Three of these groups are functioning, each having been provided with a "seed-money loan" by the Government to enable them to start up as a small business enterprise. For example, a small group which commenced in 1984 with a grant of Rp. 200,000 has now repaid the loan and has a working capital of Rp. 1,000,000. This money comes from sales of the handicrafts they have produced. They have learned the skills from crafts-persons in the community who have become their teachers both in the craft and in business. It was apparent that the community was actively involved in supporting the project by providing master craftsmen to guide the handicraft groups in wood carving, silverware production, making of leather puppets, and fans. These master craftsmen lead from 2 to 8 illiterate youth or primary school drop-outs in the production of handicrafts for sale in the market, from which they derive income. In this way, there is active participation of the uneducated members of the community.

In the same village, a junior high school, the S.M.P. Negeri 1 Sukawati, was visited. The participants had the opportunity to discuss the school's programme, especially the curriculum and co-curricular areas which receive most input from the community. One such co-curricular area is the "skill knowledge" component, which includes: wood carving, painting, dancing, cooking, knitting and sewing, and electronics. The Students-Parents Association of S.M.P. has been playing an important role in providing funds for some school activities. Besides, there are the following concrete forms of participation by the Association:

1. Give inputs and advice in the meeting between school-staff and Students-Parents Association. This meeting is usually held at the beginning of the school year in order to precede The School Programme.

2. Complete the school library by adding books which are relevant to the age of the pupils.

3. Provide funds for sports activities, some buildings (library, dancing room, classroom, show room) and other equipment such as: desks, bookshelves etc.

4. Support skills-knowledge activity by:

   a) providing funds for buying materials; and
   b) funding maintenance of the instructional aids.

5. Improve the school landscape.

6. Provide funds for extra-curricular activities such as: scouts and youth Red Cross.

7. Increase student activity in the field of academic knowledge, for instance, providing funds for the expense needed to give extra lessons to the third year students who plan to enter the national final examination.

Though students pay small annual fees to take part in the skill-knowedge subjects, the Students-Parents Association gives support by providing funds and giving advice annually when the details of the programmes are being prepared. With regard to the latter, the programme details as are determined by teachers following input for the Association, are presented to a community meeting for discussion, ratification and commitment to support. Some of the positive results of this active community support are as follows:

1. The pupils from a good and strong social economic background are able to continue their studies to the higher level of school (Senior High School) using the academic knowledge they possess.

2. The pupils from a poor social economic background possess skills which have been developed at this school. They will easily continue to the higher level in this particular type of school, e.g. private, which is relevant to the skills they possess.

3. The pupils from a very poor social economic background, who cannot continue their studies because of the cost, will easily apply the skills they have learned in the community where they live. By using the skills, they can make money to earn their living. They also can influence their environment with the skills they possess. Since Sukawati is the centre of art productions, marketing them is not a problem. In short, they can live by the skills they learned at school.

4. Because all students influence the community, the quality of art-production in the community improves.

There is no formal participation of the community in the management of the school.

Another school, an elementary school the participants visited was in Ubud. The school functions as an integral part of the community with the teachers taking leading part in community activities and ceremonies. It has a Parent-Teacher Association which is actively involved in the school programme by providing resources and by supervising the pupils engaged in assignments which are part of the activity learning approaches used in the school. Direct participation in managerial aspects of the school, however, does not occur.

Chapter Five

REGIONAL CO-OPERATION AND NATIONAL FOLLOW-UP ACTIVITIES

To achieve the objective of the seminar, various modalities of regional and inter-institutional co-operation were presented and discussed. Such modalities included project formulation concerning funding by extra budgetary sources: for regional meetings of heads of national training institutions/programmes and trainors in educational planning and management; inter-country study visits of key level educational planners, administrators and trainors; national and sub-national level training seminars and workshops designed to meet the training needs of grassroot level functionaries; updating and upgrading of training materials etc.

Special attention was drawn to the need for systematic dissemination of information, technical reports, documents and materials to reach out to the actual users of such information and materials. In addition, the following suggestions were made: 1) feedback mechanisms, concerning statistics collected by Unesco from national sources, should be improved; 2) priorities in allocation of budget for various programmes and activities should be reviewed and appraised critically; and 3) participatory processes in the designing of activities and in selecting modalities of implementation should be introduced more extensively.

Specifically, proposals were made for consideration by Unesco/PROAP as were presented by the following countries:

1. The Philippines

The proposal from the Philippines included the following:

1. Regional workshop to develop a strategy for the dissemination of information and generation of action on key recommendations of selected meetings, seminars, and conventions.

   This will involve multi-level planning by key educators for the primary purpose of formulating action plans on significant recommendations made in a sampling of Unesco meetings, seminars and conventions. The idea is to insure increasingly wide reach of Unesco beyond its contact points in member countries.

2. An alternative to the foregoing could be to convene a select group to do what is proposed above.

3. National Workshops on the above subject to follow after the publication of the outputs of either (a) or (b)

2. Lao PDR

From Lao PDR, the proposal is on a national seminar on community support for education and community participation in educational management. Community education strategy proposed up to the year 2000, especially concerning the UPE target have the following details:

A. Objectives

1. Evaluation of the community support and participation in the past years.

2. Sharing experiences and responsibilities among provincial, district and local (school) authorities concerned.

3. Formulation of new strategies on community support and participation.

B. Participation

1. Number of participants may be from 35 to 40 persons.

2. Participants are selected from:

   a) provincial authorities concerned;
   b) selected districts and local authorities; and
   c) some schools which had broad experiences in the matter.

C. Duration: maximum one week. February or March 1990

D. Venue: Vientiane

E. Budget proposed: 3,000-4,000 USD

F. Expert: 1 from PROAP Bangkok

3. Viet Nam

From Viet Nam, the proposal is to organize national seminars on community support for education and participation in educational management with the following details:

Objectives

1. to examine the rationale, opportunities as well as constraints in promoting community support for education and in stimulating community participation in educational management;

2. to share information and experiences with regard to innovative approaches in education as well as strategies in stimulating community participation in educational management;

3. to analyze critical problems and issues concerning community participation in educational management within the social, economic, cultural and environmental conditions in Viet Nam;

4. to enhance further provincial, inter-institutional co-operation in the development of policies, operational strategies and imnplementation measures in the above-mentioned areas.

Duration - maximum 1 week

Some other participants expressed their intention to organize national and sub-national activities and projects but opted to present such proposals through official channels after they return to their countries, so that designing of activities and selecting modalities of ijmplementation could be introduced more extensively.

Annex I

AGENDA

1. Inauguration

2. Election of office bearers

3. Consideration of the provisional schedule of work

4. Presentation of the objectives of the seminar by the secretariat

5. Presentation and discussion of country reports/case studies on community support for education and participation in educational management

6. Presentation and discussion on thematic aspects:

   a) Rationale, potentiality and constraints in promoting community support for education and stimulating community participation in educational management.

   b) Implementation mechanisms for promoting community support for education and facilitating community participation in educational management.

7. Rational and inter-institutional co-operation for initiation of action research in promoting community participation in educational management.

8. Closing.

Annex II

SCHEDULE OF WORK

Sunday, 29 October 1989

14.00 - 20.00	Check-in
20.00 - 22.00	Reception

Monday, 30 October 1989

08.30 - 09.00	Transportation to MOEC provincial office
09.00 - 10.30	Opening Session at Bali Provincial Office of Education and Culture
10.30 - 11.30	Return to hotel: coffee/tea break
11.30 - 12.00	Election of office bearers and consideration of the provincial schedule of work
12.00 - 12.30	Agenda Item 4: Presentation of the objectives of the seminar by the secretariat and general discussion
12.30 - 14.00	Lunch
14.00 - 15.00	Agenda Item 5: country presentations
15.00 - 15.30	Coffee/tea break
15.30 - 17.00	Country presentation
19.00 - 21.00	Unesco PROAP dinner and cultural presentation (Intan Beach Village Hotel)

Tuesday, 31 October 1989

08.30 - 10.00	Country presentations
10.00 - 10.30	Coffee/tea break
10.30 - 12.30	Country presentations
12.30 - 14.00	Lunch

14.00 - 15.00	Agenda Item 6: presentation and
15.00 - 15.30	Coffee/tea break

Wednesday, 1 November 1989

07.30 - 18.30	Site visits and tour
18.30	Open (Steering Committee Meeting)

Thursday, 2 November 1989

08.30 - 10.00	Agenda Item 6 (continued), presentation and duscussion of Theme (B)
10.00 - 10.30	Coffee/tea break
10.30 - 12.30	Discussion of Theme (B)
12.30 - 14.00	Lunch
14.00 - 17.30	Group work procedures briefing:
	Group A - Community support for education
	Group B - Community participation in school management

Friday, 3 November 1989

08.30 - 10.00	Group work (continued)
10.00 - 10.30	Coffee/tea break
10.30 - 12.30	Group work (continued)
12.30 - 14.00	Lunch
14.00 - 17.30	Agenda Item 7: Regional and inter-institutional co-operation
17.30	Preparation of draft report (secretariat)

Saturday, 4 November 1989

08.30 - 12.30	- Preparation of draft report (secretariat) - Participants free
12.30 - 14.00	Lunch
14.30 - 16.30	Adoption of draft report of the seminar

Sunday, 5 November 1989 Participants depart

Annex III

LIST OF PARTICIPANTS

China	Mr. Song Yonggang Personnel Department State Education Commission 37 Damucang Hutong Beijing
Indonesia	Dr. Aris Pongtuluran Head, Bureau of Planning Ministry of Education and Culture Jl. Jenderal Sudirman Senayan Jakarta
	Dr. Aris Tambunan Lecturer of IKIP Jl. Rawamangun Jakarta
Lao PDR	Mr. Khamhoung Sacklokham Deputy Director Department of General Education Vientiane
Malaysia	Datuk Mohd. Hussein Ahmad Chief Education Officer Jabatan Pendidikan Selangor Wisma MPSA, Shah Alam
Maldives	Mr. Ahmed Ali Didi Assistant Supervisor Ministry of Education Male
Myanmar	U Nyunt Director Department of Basic Education Strand Road Ministry of Education Yangon Union of Myanmar

Nepal	Mr. Lokendra Man Pradhan Joint Secretary Ministry of Education and Culture Kaiser Mahal, Kantipath Kathmandu
Philippines	Dr. Aurelio Elevazo Assistant Secretary for International Education Department of Education, Culture and Sports Intramuras Manila
Rep. of Korea	Dr. Kwon Yi Chong Professor of Education Korean National University of Education Cheongju, Chungwonkun Kangraemyun, Darakri
Thailand	Dr. Wisit Chumvaradhayee Head, Supervisory Unit Department of Teacher Education Ministry of Education Bangkok
Viet Nam	Prof. Nguyen Ngoc Quang Director National Institute for Educational Management Hanoi
Observers	Dr. Norman Rifkin Head, Education and Human Resources U.S. Agency for International Development Jakarta Indonesia
	Dr. Richard Pelczar Chief of Party EPP Project, USAID Balitbang Dikbud Senayan Jakarta Indonesia

Observers (cont'd)

Ms. Gartini Isa
Assistant Project Officer (Education and Human Resources)
U.S. Agency for International Development
Jakarta
Indonesia

Dr. Saparudin
Directorate General of Primary and Secondary Education
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Jl. Raya Fatmawati, Cipete
Jakarta
Indonesia

Mrs. Betty Sinaga
Directorate of Communjity Education
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Jl. Kramat Raya 114
MOEC
Jakarta
Indonesia

Mrs. Ida Ayu Made Wiryadi
Head, Community Education Division
MOEC Provincial Office of Bali
Jl. Raya Puputan
Denpasar
Bali
Indonesia

Mr. Ahmad Munir
Centre for Personnel Education and Training
MOEC
Sawangan
Bogor
Indonesia

Secretariat

Dr. Tun Lwin
Programme Specialist for Educational Planning and Administration
Unesco/PROAP
Bangkok
Thailand

Secretariat (cont'd)	Mr. Chu Shiu-Kee Programme Specialist in Education Statistics and Research Methods Unesco/PROAP Bangkok Thailand
	Dr. Doran C. Bernard Chief Technical Advisor STEPPES Project (INS/85/003) UNDP/Unesco P.O. Box 2338 Jakarta Indonesia
	Dr. Colin R. Moyle Unesco Expert Educational Administration and Management STEPPES Project (INS/85/003) UNDP/Unesco P.O. Box 2338 Jakarta Indonesia

Annex IV

LIST OF DISCUSSION GROUP MEMBERS

Group A

1. Dr. Aris Tambunan (Chairman)
2. Mr. Khamhoung Sacklokham (Rapporteur)
3. Dr. Kwon Yi Chong
4. Dr. Wisit Chumvardhayee
5. Mr. Song Yonggang
6. Mr. Saparudin
7. Mrs. Ida Ayu Wiryadi
8. Ms. Gartini Isa
9. Dr. Colin R. Moyle
10. Mr. Chu Shiu-Kee

Group B

1. Dr. Aurelio Elevaso (Chairman)
2. Mr. Lokendra Man Pradhan (Rapporteur)
3. Datuk Moh. Hussein
4. Mr. Ahmed Ali Didi
5. Mr. U Nyunt
6. Prof. Nguyen Ngoc Quang
7. Dr. Richard Pelchar
8. Mr. Ahmad Munir
9. Mrs. Betty Sinaga
10. Dr. Doran C. Bernard
11. Dr. Tun Lwin

Appendix A

OPENING ADDRESS
BY H.E. PROF. DR. FAUD HASSAN,
MINISTER OF EDUCATION AND CULTURE
REPUBLIC OF INDONESIA

I am honoured and pleased to be here today for the opening of the Unesco Regional Seminar on Community Support for Education and Participation in Educational Management. I warmly welcome the participants of the seminar, especially those who have made the journey from outside Indonesia to take part in the discussions.

Last month I had the privilege of opening another Unesco meeting here in Indonesia, the Fifth Session of the Advisory Committee on Regional Co-operation in Asia and the Pacific which concentrated its attention on priority areas for future Unesco actions in education in Asia and Pacific region, a meeting held in Yogyakarta. The priorities were discussed within the framework of development trends in social, economic, educational and cultural sectors in the countries of Asia and the Pacific regions.

Being a member of the academic community, my sentiments are with you who are given the opportunity to exchange ideas and experiences about problems of education which are linked to cultures, government bureaucracies, national as well as local economies, and technologies.

Our region of Asia and the Pacific, is a very extensive region with great variations in natural environment, language, culture, social structure, political system, administrative system, educational system, economic resources as well as stages of economic development, stages of technological development, and others.

Within Indonesia itself, stretching out between the Asian and Australian continents and between the Indian and Pacific Oceans, there are already tremendous variations with respect to natural environment; the numerical strength of the members of each territorially-based ethnic society, ranging from variations in languages, in cultural traditions, in religious beliefs and prescriptions, in complexity of social structures, in stages of economic development, etc. In some provinces -- we have 27 provinces in Indonesia -- the more modern educational

institutions have had an existence of more than a century while in some other provinces the comparable institutions are of relatively recent origins. The more traditional educational institutions, such as the Islamic pesantrens, have, quite naturally, a much older existence.

The existence of these variations, or differences, naturally have bearing on problems of community support for education and participation in school management on the local level, the provincial level and the national level.

However, there are also many similarities among the conditions, or realities, in the entire territory of our region of Asia and the Pacific. A focus of attention on variations and differences may blind the eyes and the mind to the presence of similarities and generalities; while, on the other hand a focus of attention on similarities and generalities may blind the eyes and the mind to the presence of clearly present differences.

In spite of much variation with respect to all sorts of aspects of social life, in Indonesia we have, since the establishment of our Republic in August 1945, one national educational system, prescribed in the most general terms in our Constitution and defined more specifically in the recently adopted law on the National System of Education. Although the regulations of the new comprehensive law are much more specific than the very general prescription contained in our Republic's Constitution, the regulations of the law are still sufficiently general to enable the formulation of even more specific legal regulations at lower levels of the hierarchy of legal norms in response to the changing needs of development. These regulations guarantee the existence of similarities and uniformities on the national level, but also guarantee the possibility of much variations on the provincial or local level.

It is your task, your collective as well as individual task, to produce a balanced picture of the relevant situation, its problems and possible solutions with respect to community support for education and participation in educational management in our region of Asia and the Pacific. Necessarily, your discussions will refer to academic ideas as well as very concrete realities, incorporating elements from psychology, anthropology, sociology, economics, political science, public administration, education and other disciplines.

Nevertheless, hopefully you would be able to produce meaningful ideas, relevant to the needs of planners, policy

makers, decision makers, and this is of course even more important, relevant also the real needs of the peoples, especially the pupils and the students and those who are in need of, or are interested in, acquiring education.

A basic recommendation produced by the afore-mentioned Advisory Committee on Regional Co-operation in Education in Asia and the Pacific, held in Yogyakarta in the middle of last months was that Unesco should:

> "continue to promote an approach to educational developments that sees the economic, manpower and functional requirements of education shaped by more fundamental cultural, humanistic and spiritual dimensions".

This should be also your mandate. Community involvement clearly has the potential ability to improve the relevancy, delivery and quality of education. But the selected implementation mechanisms must be sensitive to cultural, religious, social and political traditions. In this seminar you must explore these dimensions and help us to decide how best to proceed further with our educational development endeavours.

I wish you productive series of meetings.

Appendix B

WELCOME ADDRESS
BY PROF. DR. IDA BAGUS OKA
GOVERNOR OF BALI

Your Excellency the Ministry of Education and Culture
of the Republic of Indonesia
Honourable Chairman of the Organizing Committee
Distinguished Delegates and Participants
Ladies and Gentlemen

First of all, allow me, on behalf of the provincial government and people of Bali, to convey our warmest welcome to the island of Bali for all participants of the Regional Seminar on Community Participation in Education and Educational Management with our wishes for a great success in this seminar. May the specific atmosphere of Bali encourage all of you to participate.

In Indonesia, as a developing country, community participation in any aspect is a very important and principal thing. Even in the guidelines of the state policy of the Republic of Indonesia, it has been described that the development, whether it is about the result of the development itself or the chance in participating, should be continually and totally spread out.

We realize that there are special co-relation among education, development and participation which support one another. The higher classification of education must encourage more consciousness among the people in participating identifying the aims and results of the development themselves. Moreover, education may indicate capabilities in improving quality of people or community existence as a whole. Besides, classification of education probably shows the classification of the community's ability to organize the development in a wider sense.

In a process which develops dynamically, the supply and quality of education should also be extended in such a way to support the process itself. In relation to this matter, we should not only pay attention to formal education, but we must give particular attention equally to the non-formal and community education.

I appreciate those who have arranged and organized this respected and important seminar. And finally, may I congratulate all of the delegates and participants and wish you a really great success.

Thank you.

Appendix C

ADDRESS BY DR. TUN LWIN
PROGRAMME SPECIALIST IN EDUCATIONAL PLANNING AND ADMINISTRATION, UNESCO PROAP, BANGKOK

Your Excellency Minister of Education and Culture
Honourable Vice Governor of Bali
Distinguished Guests
Dear Participants
Ladies and Gentlemen

It is a great honour and privilege for me to welcome you, on behalf of the Unesco Principal Regional Office for Asia and the Pacific, to this seminar. This seminar, addressing to the promotion of community support for education and of community participation in educational management at the school level, is of special significance in the context of World Conference on Education for All - Meeting Basic Learning Needs - which will be held in Bangkok in March 1990. This world conference is being co-sponsored by four international agencies, namely UNDP, World Bank, Unesco and UNICEF.

"Education for All" implies the universalization of primary education, eradication of illiteracy and provision of opportunities for post-literacy learning and of opportunities for continuing education. In this connection, it should also be reminded that 1990 has been proclaimed as the International Literacy Year.

All-out efforts are being made nowadays for Education for All, which also prompts us to say "All for Education". The objectives of "Education for All" are noble and far-reaching. Constrained by availability of limited resources, governments alone are hardly in a position to achieve the desired objectives. Thus the communities also have to make their share of contribution, not only in terms of mobilization of additional resources, but also through community participation in educational management. This seminar is being organized, with a view of addressing the various problems and issues related to this complex and challenging task.

I should like to take this opportunity, Your Excellency, Sir, to express my deep appreciation and thanks to the Government of Indonesia for agreeing to host the seminar in this beautiful place, Bali. Our thanks are due to the Indonesian National Commission for Unesco, Jakarta; Bureau of Planning, Secretariat

General, Ministry of Education and Culture, Jakarta and the management team of STEPPES project for providing all logistic support.

I would also like to express our special appreciation and thanks to the Head of Provincial Office of the Ministry of Education and Culture for facilitating this opening session at this building.

Your Excellency, Sir, our profound gratitude and thanks are due to you for sparing your time, in spite of a very busy schedule, to grace this occasion by your presence to inaugurate this opening session.

Last, but not the least, I should like to express our deep appreciation and thanks to all those who have worked so hard behind the scene to ensure the smooth organization of the seminar.

Thank you.

Appendix D

REPORT BY MR. SUBEKTI DHIRDJOSAPUTRO
HEAD, BUREAU FOR INTERNATIONAL CO-OPERATION
MOEC/SECRETARY
INDONESIAN NATIONAL COMMISSION FOR UNESCO

Your Excellency the Minister of Education and Culture
Professor Dr. Fuad Hassan
The Honourable Vice governor of Bali, Bapak Aspar Aswin
Dr. Tun Lwin, Programme Specialist in Educational Planning and Administration, Unesco Principal Regional Office for Asia and the Pacific
Dr. Aris Pongtuluran, Head of the Bureau of Planning of the MOEC
Distinguished Guests and Participants
Ladies and Gentlemen

First of all, permit me, in the absence of Mr. Soepojo Padmodipoetro, the Executive Chairman of the Indonesian National Commission for Unesco to bid the distinguished participants in the "Unesco Regional Seminar on Community Support for Education and Participation in Educational Management", on behalf of the Commission welcome to Indonesia, especially of course to those coming from overseas.

The Commission is indeed honoured to be entrusted with the organization of the seminar, although the actual work has been and is being done by Dr. Aris Pongtuluran and his staff, with the assistance of Dr. Doran Bernard and Dr. Colin Moyle, UNDP consultants, and the staff of the Provincial Office of Education and Culture in Bali.

For your information, Bapak Menteri, the member states of Unesco which have been invited to participate in the seminar are: Bangladesh, China, India, Indonesia, Lao PDR, Malaysia, Myanmar, Nepal, Pakistan, the Philippines, Republic of Korea, Sri Lanka, Thailand and Viet Nam. Some other organizations have also been invited to send representatives to participate in the seminar namely: UNDP, UNICEF, SEAMEO, AIDAB, USAID, ADB, and IBRD.

I suppose we all agree that education is a necessity and is therefore of very high priority. Everyone wants education. Parents want their children to have good education. However, unfortunately enough, some people are still of the opinion that education is the sole responsibility of the school or the Ministry of Education. This misconception must naturally be

corrected or remedied.' Therefore the Indonesian National Commission for Unesco welcomes the initiative taken by PROAP for the present seminar which will examine the rationale, opportunities as well as constraints in promoting community support for education and in stimulating community participation in educational management.

This is not an easy matter, we must admit, but with the expertise and experiences of the distinguished participants, we do hope that the seminar will come up with some useful and workable recommendations which will benefit us all.

We would like to make use of this opportunity to thank Mr. Nengah Mertha, Head of the Provincial Office of Education and Culture and his excellent staff for their invaluable support and assistance in making the necessary preparation and arrangement which have enabled us to hold the present seminar here in Bali. Perhaps for some of you this is the first time that you have been in Bali. So it is our hope that you will have time to enjoy the beauty of the island and the famed Balinese culture, while you are here.

We do apologize to all of you should there be any shortcomings in our reception and/or in the organizing of the seminar. We do indeed hope that you will have fruitful and enjoyable deliberations.

Before concluding, allow me to avail myself of this opportunity to request His Excellency the Minister of Education and Culture, later on at the conclusion of the opening ceremony, to declare the seminar officially open, by sounding the 'gong'.

Thank you very much.